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ABSTRACT

This report, fifth in a series, is a collection of information on 1974 state education legislation and activity. The raw data information, rapidly processed for early release, includes 700 legislative items related to general governance and administration of elementary and secondary schools. The legislation from all 50 states reported has been organized into the general categories of accountability, state organization and policy, school district organization and policy, and personnel from chief state school officer to the classroom aide. A list of state education agencies and the survey instrument is appended. (Author/DW)

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1975 Series

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The above briefs are compilations of information for reference.

Our Crystal Ball

—was cloudy when we projected the expenditures for our 1975 series of research briefs. Inflationary pressures and budgetary restrictions have left us with no alternative other than to cancel publication of all but one of the remainder of the series, *1974 State Education Legislation and Activity*. In addition to this brief, GENERAL GOVERNANCE AND ADMINISTRATION, one covering 1974 SCHOOL FINANCE Activity *will be published.*

Cancelled are: CURRICULUM AND INSTRUCTION; SPECIAL PROGRAMS; and SCHOOLS, STUDENTS AND SERVICES. The information ordinarily published in these briefs *is available* to individual requestors. Just write or call us, tell us the area of your interest, and we will send you the relevant information.

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1974 State Education Legislation and Activity
GENERAL GOVERNANCE AND ADMINISTRATION

A Survey of the States

Research Brief, Vol. 3 No. 5

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March 1975

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INTRODUCTION

1975 State Education Legislation and Activity: GENERAL GOVERNANCE AND ADMINISTRATION

The Education Commission of the States celebrates its fifth collection of information on state education legislation and activity in a new and smaller sized research brief series, which contains even more information than was collected last year. From hundreds of newsletters and bulletins and the ECS annual Survey of the States, a wide variety of education information has been collected, analyzed and compiled for the current series.

The agencies which provide most of the information in these books are the same agencies which are surveyed yearly by ECS: state education agencies, legislative service agencies, teacher organizations and school board associations. The survey instrument reproduced in the appendix is aimed at (1) validation of information collected during the year by ECS; and (2) additions to this collection.

Essentially, the information in this series is raw data -- rapidly processed to be released in printed form at the earliest possible date. Editing has been kept to a bare minimum; most items appear in virtually the same form in which they were received. All legislation listed in this book has been enacted; space limitations prohibit the inclusion of bills which were vetoed, failed or carried over.

The more than 700 items in GENERAL GOVERNANCE AND ADMINISTRATION have been organized to include the broad areas of state education structure -- accountability, state and local organization and policy, and items dealing with all education personnel from the chief state school officer to the classroom aide.

HOW TO USE THIS BOOK

Many of the information items ECS has collected have multiple subjects and could in all probability be included in several briefs. To avoid such repetition, (except in the school finance area), each book is carefully indexed using the words in the right-hand column of each page. Thus, an item which has been placed under the sub-heading Assessment and Testing and which also deals with reading will be page-referenced in the index in the back of the book under both categories, although the item itself will appear in the entire series only once.

The area of school finance has been handled differently. All finance-related items have been collected in one book, SCHOOL FINANCE; many of them appear in the other books under other subject headings as well.

Most of the items in this series cover the elementary-secondary level. Those items dealing either wholly or partially with postsecondary or community college levels are identified as such in the index column. For a more comprehensive look at postsecondary and community college education, the reader is referred to the ECS periodical, Higher Education in the States.

HOW TO IDENTIFY ITEMS

Each item in this book is identified in the left-hand column by state, bill and/or statute number (identical bills are listed together where practical), or a descriptor: ACTIVITY, PROJECT, STUDY, NOTE. Standard post office abbreviations are used for states; a listing is on the inside back cover of the book. While most state legislatures operate in similar fashions, there are individual differences in the ways in which bills are labeled and handled. Common abbreviations used to identify bills, resolutions and constitutional amendments are explained below:

Bill Identification:

A - Assembly (same as House). Examples: AB = Assembly Bill, AR = Assembly Resolution.

H - House (same as Assembly). Examples: HB = House Bill, HR = House Resolution.

S - Senate. Examples: SB = Senate Bill; SR = Senate Resolution.

Note: Some states use only a single letter to identify bills; i.e. A, H, S.

L - Legislative. Used in Nebraska's unicameral legislature: LB = Legislative Bill. Used in Maine legislature: LD = Legislative Document.

F - File. In some states, used instead of Bill.

CA - Constitutional Amendment. Once adopted, measure must be referred to voters for final approval.

J - Joint. Example: HJR = House Joint Resolution.

Statute Identification:

PA - Public Act.

Sec.- Section.

Ch.- Chapter.

RSA - Revised Statutes Annotated.

HOW TO GET MORE INFORMATION

The information in this book is not intended to be more than a guide for the reader to use in exploring his particular areas of interest. Most of the legislative items can be checked out with the appropriate state education agency or legislative service agency; ECS has copies of only a few of the bills listed. The bulk of the activities, projects and studies contain within their descriptive texts the name and address of a resource person to contact for further information.

IN APPRECIATION

At least one organization in every state in the union has provided items for this series of briefs. Many times, several organizations within a state have cooperated to provide us with information. This kind of cooperation has helped us to build our comprehensive information system. Our thanks go to the many individuals who have provided ECS with information, either by placing us on an important mailing list or through much-appreciated personal effort.

ACCOUNTABILITY

General

AL PROJECT — The state department of education is in its fourth year of requiring an educational program audit for each project funded under Title III ESEA. The educational program audit is one management technique for implementing accountability in education. The educational program auditor, as an external reviewer, attests to the quality and accuracy of the evaluation process and evaluation results of a Title III project, thereby providing the public and other educators with reliable information upon which they can base their decisions regarding continued support of the educational enterprise. Contact: W. H. Kimbrough, Director, Administration and Finance, State Department of Education.

accountability
program audit

AL STUDY — In March 1974, the superintendent's advisory committee for educational planning was organized. The purpose of this committee is to advise the state superintendent of education concerning needs for education. It also informs him about issues of concern to the public and to educational institutions and groups in the state. The committee provides assistance and advice in determining the nature, scope and severity of each issue; assists in determining priorities for addressing issues; and, after plans for resolving issues have been implemented, the committee provides feedback on their impact. This committee is composed of 16 people broadly representative of education and professional and lay groups. It is anticipated that the committee will meet on a regularly scheduled basis. All activities related to the committee are coordinated by the planning and evaluation office, which serves in a staff relationship to the superintendent to provide support services and technical assistance to the committee. Contact: Frank T. Speed, Director, Division of Departmental Services, State Department of Education.

planning
needs assessment

CA PROJECT — RISE (reform of intermediate and secondary education) project is designed to develop proposals for reviewing the goals and structures of intermediate and secondary education. Contact: Ernie Hickson, State Department of Education.

goals
structure

CA PROJECT — The joint committee on the master plan for higher education published a report to the legislature in September, 1973. The report recommended that the legislature adopt a statement of legislative intent articulating statewide goals for postsecondary education for the next decade. There were 49 recommendations made which included the areas of governance, structure, coordination and planning, access and retention, cooperation between institutions, new directions in education, independent higher education and financing. Contact: Joint Committee, Assembly P.O. Box 83, State Capitol, Sacramento, Calif. 95814.

goals
postsecondary

CA STUDY — A staff paper was prepared for the joint committee on postsecondary education of the legislature in August, 1974 entitled Dimensions of Postsecondary Educational Planning: The 'University of California Academic Plan, 1974-1978' as a Case Study. The essay discusses planning. First, a framework for considering the planning process is sketched. This framework includes the context for planning in the 1970's and some suggested characteristics of the planning process.

planning
postsecondary

ACCOUNTABILITY		General
CA STUDY	(Continued) Second, the recent University of California Academic Plan, 1974-1978 is discussed in light of this framework. A summary of the plan is included. Approved by the board of regents in March, 1974, this plan will be important on two fronts. The individual campus plans will be developed in consonance with this segmental effort; and the new postsecondary education commission, with the overriding charge of comprehensive planning, must mesh the various segmental plans into a coherent statewide vision. Contact: California Administrative Legislative Reference Service.	
FL HB 2894 Ch 165	Establishes a state manpower services council within the department of commerce and charges the council with the responcibility for development of a state manpower plan designed to guide the use of state and federal manpower resources in coordination with the overall growth policy of the state. The director of the division of vocational education of the department of education is designated as a member of the council and serves as the representative of the commissioner of education.	manpower projection
FL PROJECT	Development of a state land resource planning institute. Contact: Bruce Mitchell, Coordinator Special Studies; William B. Phillips, Director, Science and Engineering; Richard Conner, Coordinator Special Units, Department of Education.	planning land resources
GA HB 1565	This legislation would create the joint legislative committee on performance evaluation and expenditure review. It is similar to SB 468.	performance evaluation finance
GA PROJECT	Program and performance evaluation. Pilot projects to cooperatively, at local level, establish goals for the school system and to develop a program for performance evaluation based on improving instruction, diagnosing needs and prescribing staff development programs to meet needs. This project includes revising, if indicated, curriculum to meet needs of student, the teaching load, and time to teach. Performance means those activities carried on by teachers, other staff and students in the teaching-learning situation. Contact: Lilla L. Carlton, Director, Professional Development, Georgia Association of Educators, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	evaluation goals instruction staff development
GA PROJECT	State leadership conferences. Provide organizational structure for affiliate state and district officers in discipline areas to establish goals for educational improvement and develop plans for achieving objectives to accomplish goals. Approximately 600 elected leaders participate in this continuous program. Contact: Lilla L. Carlton, Director, Professional Development, Georgia Association of Educators, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	goals objectives
GA STUDY	How Georgia ranks. A comparative study of Georgia in relation to the southeastern United States and the nation. Tables provide the state's regional and national rank, and national medians, where applicable, in areas of population, enrollment, attendance, teachers, school revenue, etc. The basic data source is the National Education Association's Rankings of the States.	ranking

ACCOUNTABILITY

			General
HI	PROJECT	Foundation program, elementary. A project to develop an impelmentation handbook for the elementary academic foundation program to serve as a guide in interpreting the foundation program at the elementary school level, K-6. It is to help school level personnel relate all of their classroom activities to the attainment of the eight objectives of the foundation program. The foundation program is a plan to fulfill the commitment for equal opportunities in education as stated in the master plan for public education. Contact: Barbara Yamashita, Administrator, General Education Branch, Office of Instructional Services, Department of Education.	objectives foundation program equal opportunity
IA	PROJECT	Revision of educational standards for the approval of school districts to implement the provisions of SF 1260, 1974. Contact: Donald Cox, Associate Superintendent, Instructional and Professional Education, Grimes State Office Building, Des Moines, Iowa. 50319.	standards
IN	PROJECT	The Indiana State Teachers Association and National Education Association are cooperating with five local teacher associations to implement a professional development needs survey. A pilot survey was conducted in two local associations last year. The purpose of the survey is to identify those professional development needs perceived by classroom teachers. Contact: Ivan D. Wagner, Director, Division of Planning and Evaluation, 120 E. Market, 16th Floor, Indianapolis, Ind. 46204.	needs assessment teachers
KS	SB 1012	Establishes an 11 member legislative educational planning committee to plan for postsecondary education included both public, private and vocational-technical education. Committee is directed to make reports and recommendations that include a developmental schedule for implementation of educational goals established by the committee to the legislature and governor. Members of committee are appointed by the legislative coordinating council and serve for terms as designated by it. Must include six members of house of representatives and five senators. At least five members must be of the minority party, with not less than five from each house. The state board of regents and state board of education are directed to provide staff consultants upon request of the committee. Contact: Senator Harder, Chairman, Legislative Educational Planning Committee, State Capitol, Topeka, Kan. 66612.	planning postsecondary goals vocational nonpublic
KY	PROJECT	Application of computer concepts for elementary and secondary schools, a Title III ESEA project. Region VII in rural Appalachian eastern Kentucky is conducting data collection, surveys and committee studies of education needs by regional educators and lay citizens. The needs determination process was initiated through the design and administration of an inclusive needs assessment instrument. Also, state needs assessment data were studied to determine priority needs of the region. Results listed in education needs as: (1) individualized instructional services and programs; (2) better school-public relations and understanding; (3) more career information and services; (4) more special services to schools especially comprehensive information and student diagnostic services. To react to the needs of each school district and community, region VII	computers data collection needs assessment accounting management

ACCOUNTABILITY			General
KY	PROJECT	(Continued) is employing a computer to create a system of total student accounting and management to provide the base for more sophisticated and comprehensive computer programs of student profiles and decision making information. Project application of computer concepts for elementary and secondary schools has three facets: (1) student oriented records for education provides educators with student profiles consisting of computerized grade reporting; (2) traditional and phase-elective student schedule; (3) teachers' register for attendance accounting; and (4) career and college information. Leadership study and development furnishes administrators an orientation reference base for planning and development of other model programs. Various administrative reports are also provided. Computerized planning and budgeting system generates aids administrators in determining district compliance with federal, state and local legislation. Contact: Edwin R. Jones, P.O. Box 1269, 925 Winchester Ave., Ashland, Ky. 41101.	
KY	STUDY	Goals of education and accountability. Contact: Jerry Trammell, Legislative Research Commission.	goals accountability
LA	HB 1740 Act 515	Directs state board of education to initiate comprehensive study and prepare master education plan.	planning comprehension
MD	ACTIVITY	Facts About Maryland Public Schools. Contact: R. C. Hogan, Assistant Director, Division of Research, Evaluation and Information Systems.	schools information system
MA	STUDY	Legislation enacted in 1973 provided for the establishment in 1974 of an equal education opportunity commission. The newly formed commission has met twice and will be considering such issues as school finance reform, metropolitanism and the expansion of vocational education programs. Contact: Constance W. Kaufman, Staff Researcher, Committee on Education, State House, Boston, Mass. 02133.	equal opportunity urban vocational
MN	PROJECT	The Roseville objectives system in education, a council on quality education project for 1975, is designed to formulate and implement a comprehensive model for identifying goals and objectives for all personnel in a school district. Using outside expert consultants, the project has concentrated on pilot testing and inservice training in approaches including management by objectives and other methods of increasing organizational clarity and accountability. The project is also attempting to extend its approach to classroom and instructional points of implementation and to develop a component identifying program component costs. Contact: Dale Schneiderhan, Project Director, 1251 W. County Road B-2, Rosgville, Minn. 55113.	management-by-objective goals personnel training
MN	STUDY	Philosophy, purpose, goals and objectives for education for the future in Minnesota. The goals of this project are to: (1) gain legislative passage, in the form of resolution, intent or policy, of statements specifying what the general and uniform system of education will provide for all residents; and (2) gain state board of education adoption of statements of state education agency values, philosophy, purposes and goals coupled with a model for agency decision making. Contact: Wayne Erickson, State Department of Education.	goals objectives legislation

ACCOUNTABILITY			General
MO	PROJECT	Self-evaluation guidelines as part of new regulations developed to implement new comprehensive state special education law, school districts are required annually to complete a checklist of self-evaluation criteria to determine strengths and weaknesses in program development. Contact: Don Cox, Division of Special Education, Elementary and Secondary Education, State Department of Education, Jefferson City, Mo. 65101.	special education evaluation program development
NB	LR 161	Study by appropriation committee of: (1) systems of human services; (2) systems of higher education; (3) progress of management information systems; and (4) improvement of capital construction. Referred to legislative appropriations committee for further study.	information system postsecondary facilities
NB	PROJECT	Learning accountability. Teacher reward system for teachers whose students master certain specific objectives. Contact: Majorie Hansen, Omaha Public Schools, 3902 Davenport St., Omaha, Neb. 68131.	performance-based objectives teachers reward
NJ	ACTIVITY	Thorough and efficient (formal revision of administrative code). The branch of special education and pupil personnel services is developing a position to conform with the constitutional mandate of "thorough and efficient". The new position will conform to legal mandates (as evidenced in existent litigation), field philosophy and model legislation requirements. Elements include: (1) mandated early childhood education; (2) continuum of education services; (3) required planning by local school districts; and (4)"no reject system" (all handicapped required to have an education) no exclusionary category, etc. Contact: Daniel Ringelheim, Branch of Special Education and Pupil Personnel Services, Department of Education.	accountability early childhood exceptional
NJ	PROJECT	The cooperative planning project (C.P.P.), a part of New Jersey's Title V ESEA, is an attempt to form a loose coordination among people doing the same things, with the hope that duplication can be eliminated. The C.P.P. aims to make a case for planning process and to verify the success of the process. To meet this goal 14 advanced planning districts (those which had initiated some component of the comprehensive planning process such as goal development, or needs assessment) were invited to participate. These districts will be provided with various resources such as workshops on various problem areas they have selected as being troublesome, to help them continue their planning and eventually to complete a full cycle from goal development to evaluation. Next year these advanced districts will assist other districts just starting to develop planning strategies. Contact: Kenneth Pack, Bureau of Planning, Department of Education.	planning goals needs assessment evaluation
NC	STUDY	Channels for changing secondary schools. Includes recommendations on curriculum reform, teacher evaluation, rights of students and facilities for adolescents. Contact: A. Craig Phillips, Superintendent, Task Force on Secondary Education, State Department of Public Instruction.	curriculum teachers evaluation student rights facilities

ACCOUNTABILITY

		General
OH STUDY	Education review committee. Joint legislative committee to review the school foundation formula, the efficiency and effectiveness of educational programs, and the policies of school boards respecting the use of school facilities by civic groups. Contact: William Harrison, Staff Director, 20 E. Broad St., Columbus, Ohio. 43215.	foundation program accountability facilities
OK PROJECT	The ARTA project (A Road to Accountability) a Title III ESEA project is an experimental accountability program to establish in-house performance contracting to make teaching more effective via an incentive payment system to teachers for above gains of students. The variables of the project, which were the basis for teachers' incentive payments, were students' achievement, self-esteem and average daily attendance. The objectives were: (1) to provide instruction to students in grades two, five and eight in math and tenth grade language arts which will improve cognitive achievement grade score gains beyond one year's growth; (2) to increase average daily attendance over the previous year; and (3) to improve the self-esteem of the target population of students. The 30 ARTA teachers were given inservice training to meet individual learner needs; establish a positive learning environment; improve self-esteem of students as related to peers, self and school and have parental conferences with parents to learn the histories, attitudes and needs of students. Contact: Raymond E. Roblyer, Project Director, Minco Public Schools, Minco, Okla. 73059.	teacher training performance contracting parent involvement
OR PROJECT	The state board of education adopted a planning statement on community colleges, Within Reach, and directed the staff to develop priorities and accomplishment measures from which the board could determine the progress being made on the planning statement. After continual review from April-June 1974 the following priority needs were adopted. For instruction they were: (1) expanding career education; (2) enhancing student transfer opportunities; (3) improving adult and continuing education programs; (4) expanding opportunities for persons with special needs; and (5) improving student services. The management priority needs are: (1) improving articulation for life-long learning; (2) assessing program performance systematically; (3) continuing to improve financing of community colleges; (4) improving opportunities for institutional diversity and innovative management; and (5) improving staff development programs. Contact: C. M. deBroekert, Associate Superintendent, Community Colleges, State Board of Education.	planning community colleges needs assessment career adult education finance staff development
OR PROJECT	The board of education has said that districts can more readily respond to the changing needs of students and the rising expectations of their communities if they move toward a goal directed planning system. Such a system will be implemented through district compliance with the new minimum standards and graduation requirements. A catalog of promising practices in Oregon education is one way in which the state department of education can keep teachers and administrators informed about the most promising ways to carry out the processes of goal based planning. In addition, the catalog is	goals planning information system innovation

ACCOUNTABILITY		General
OR PROJECT	(Continued) intended as a channel of communication through which educators can be made aware of the many new practices being developed in Oregon or can find promising solutions for particular problems. Contact: Department of Education.	
OR PROJECT	"Emerging trends for educational planning" is a monthly newsletter from the office of assisstant superintendent, planning, development and evaluation. Its purpose is to provide educational planners with information about recent or unpublicized research, assessment and statistical studies that can provoke new insights. It is intended as a vehicle for sharing information, ideas and problems. Contact: Evelyn Gunter, Dissemination Specialist, Program Management Support, State Department of Education.	planning assessment information system innovation
OR STUDY	Identifying needs and assisting small schools. Contact: Don Miller, Department of Education.	needs small schools
PA PROJECT	Regionalization. The state board of education has endorsed the principle of regional cooperation among institutions of higher education. To achieve this goal, ten higher education planning regions have been established. In two cases in which two regions have merged, eight higher education planning councils have been formed. They are conducting studies of needs and of resources, planning a pilot flexible length baccalaureate and exploring the feasibility of a "paper" community college. Each council is concerned with local problems and with striving to prevent unnecessary duplication of programs by: sharing information; forming consortia; and planning together or reviewing one another's plans. Contact: Charles Bilmore, Higher Education Associate, Bureau of Academic Programs, Department of Education.	regional planning postsecondary
PA PROJECT	Redefined mission of the state colleges and universities. The 14 state owned institutions of higher education have been involved in an 18 month long planning process, aimed toward diversifying their missions and program offerings. Faculty, students, administrators, community members, board of directors and central agency personnel have worked in large and small groups to prepare conceptualizations and specific action plans. The planning process is continuing. The state board of education and board of state colleges and university directors have approved a broader mission for the system as a whole. Curriculum is from teacher education and liberal arts education to the inclusion of preparation for occupations in health and human services, public services, business and technology, mostly at the baccalaureate or professional masters level. Contact: Kathleen Kies, Director, Buearu of Academic Programs, Department of Education.	planning continuing education postsecondary
PA PROJECT	Equal educational opportunity is a report prepared by the department of education to develop recommendations concerning affirmative action for higher education institutions in the commonwealth. This 11 month study is designed to recommend policies and describe approaches to equal opportunity. A summary of laws, directives and others is contained in the document to accommodate mandated federal and state laws. Recommendations address themselves to affirmative action office, affirmative action councils, institution affirmative action plans and timetables;	affirmative action discrimination postsecondary equal opportunity

ACCOUNTABILITY			General
PA	PROJECT	(Continued) affirmative action practices related to the recruitment of minorities and women, employment and grievance procedures, student services in terms of "critical mass". Contact: Conrad Jones, Director, Office of Equal Opportunity, Department of Education.	
RI	STUDY	A major study of the role and mission of public institutions of postsecondary education has been initiated. The purpose of this study is to determine if and where duplications of effort exist, to reduce competition, and to effect economies of operation. Financial assistance to students is an important component of this study. Contact: Arthur R. Pontarelli, Acting Commissioner of Education, Department of Education.	accountability financial aid postsecondary
RI	STUDY	Master plan for evaluation. The Rhode Island Education Act of 1973 requires the board of regents for education to evaluate education programs as they relate to the state's broad goals and objectives. A study is under way to develop the system necessary to satisfy this mandate. Contact: Arthur R. Pontarelli, Acting Commission of Education, Department of Education.	evaluation goals objectives
SC	PROJECT	To implement defined minimum program for South Carolina school districts. Contact: H. C. Hollingsworth, Director, Office of General Education, 805 Rutledge Building, Columbia, S.C. 29201.	accountability
SC	STUDY	Final report of evaluation data on the first year of the five year plan for meeting eight major objectives for South Carolina public schools. Contact: Charles R. Statler, Head Supervisor, Evaluation and Testing Unit, 1204 Rutledge Building, Columbia, S.C. 29201.	planning objectives
TN	STUDY	A superintendents' study council task force for professional evaluation. Contact: Ralph Evans, Superintendent, Kingsport City Schools, Kingsport, Tenn. 37660.	evaluation personnel
UT	STUDY	Accountability. Development of a position paper. Contact: Daryl J. McCarty, Executive Secretary, Utah Education Association, 875 E. 5180 S., Murray, Utah. 84107.	accountability
VA	PROJECT	The 1972 constitution of Virginia required the state board of education to develop standards of quality in education and specified annual review and/or revision by the general assembly. Standards of quality and objectives were accordingly developed for the 1972-74 biennium and revised for the 1974-76 biennium. These standards are significant in that for the first time ever, school divisions have a single frame of reference with which to design and develop educational programs. Implementation of the standards included the development of five year plans at the state level, division level and school level. These are updated annually. Contact: Fendall R. Ellis, Assistant Superintendent for Program Development, State Department of Education.	objectives planning
WV	STUDY	State department of education, bureau of planning, research and evaluation and West Virginia Education Assessment Advisory Committee. The first phase of a statewide evaluation program, a survey of public	assessment evaluation goals

ACCOUNTABILITY

			General
WV	STUDY	(Continued) opinion regarding education, has been completed. Further study will define and establish the goals of public education for the state, with guidance and input from the citizens' committee. Contact: J. Douglas Machesney, Assistant State Superintendent, Department of Education.	
WI	AB 15 Ch 188	Requires the Milwaukee Board of School Directors and the superintendent to identify yearly objectives and assess educational priorities in the district. Extends the present procedure for parental petitions for new foreign language classes to permit petitions for instruction in any subject consistent with the board's goals. Repeals the law requiring uniform textbooks in the various schools.	objectives assessment language arts curriculum textbooks
WI	PROJECT	Project PURPOSE - People Using Resources, Planning, Organization and Study Effectively. Contact: Lee Nelson, Joint School District #1, Ripon, Wis. 54971.	planning
WI	PROJECT	State superintendent's commissioned papers. A series of ten special studies of current and emerging educational issues, needs or priorities including alternative futures. Contact: John Richert, Department of Public Instruction.	goals needs assessment
WI	PROJECT	State education agency role study. A six state study of current and projected state education agency roles, involving political and educational leaders in each state. Contact: Robb Shanks, Department of Public Instruction.	structure
WI	STUDY	Special committee on education program review project will oversee the Eagleton Institute project on education program review. Contact: Bonnie Reese, Executive Secretary, Joint Legislative Council.	evaluation program

ACCOUNTABILITY			Assessment and Testing
AL	PROJECT	The development of a pupil information system which will provide teachers and others with data to determine the learning needs of individual students, to help provide a basis for the prescription of appropriate learning activities, to check on the progress of students as they proceed through the school program and to check on the extent to which learning activities are being met. The state department of education will work with a smaller local school system in developing the pupil information system. Pupil data is an important segment of total data needs and concentrating on it will allow a model system to be developed at a reasonable cost. A manual or semiautomated system which does not require computer support is anticipated. However, the information system will be constructed to facilitate adaptation by those school systems which use automatic data processing. After development and trial, the model information system can be adapted by local school systems throughout the state. Contact: Frank T. Speed, Division of Departmental Services, State Department of Education.	information system needs assessment students
AL	STUDY	Student performance in local school systems. Contact: D. B. D. Whetstone, Coordinator, 818 S. Perry St., Montgomery, Ala. 36104.	performance objectives
AL	STUDY	The Alabama needs assessment study is specifically designed to obtain information that will be of assistance to local school systems in improving the quality of educational programs for children and youth. The major purpose of the study is to determine the critical educational needs. All subject areas must be assessed and examined in relationship to each other to establish those subject areas which have the most critical needs. In addition, by assessing a subject area over a period of time, it will be possible to determine if changes have occurred. Contact: W. H. Kimbrough, Director, Administration and Finance, State Department of Education.	needs assessment information system programs schools
AK	PROJECT	Development of statewide student assessment program in reading and mathematics. Development of a student assessment system based on criterion-referenced test instruments which is sensitive to cultural differences of students. Contact: Frank Nelson, Student Assessment Administrator, Department of Education.	criterion-referenced testing reading mathematics socially disadvantaged
AZ	HB 2255 Ch 38	All students enrolled in the fifth grade will be given a standardized mathematics achievement test adopted by the state board of education. This test will be given annually in the first week of October, which is the same time period when the standardized reading achievement test is given.	testing mathematics
AZ	HB 2261 Ch 38	Requires annual fifth grade mathematics test.	testing mathematics
CA	ACR 79 Res. Ch 162	Requests criteria development for evaluation of mathematics tests and establishment of minimum standards for elementary level computation skills.	evaluation standards mathematics

ACCOUNTABILITY

		Assessment and Testing
CA PROJECT	California has initiated a new statewide educational assessment program in grades two, three, six and twelve. Reading achievement is measured in grades two and three while for the upper grades four areas are tested: reading, spelling, effectiveness of written expression and mathematics. The tests are constructed by the state department of education to state specifications taken from objectives submitted by all school districts. The majority of the test items, with national normative data, have been selected from those submitted by major test publishers. A matrix sampling procedure is employed so that every student in the grade level tested takes one of ten-18 forms. Testing time is approximately 35 minutes for each grade level. Scores are then calculated for each school, for the district and for the state. Equating procedures allow a comparison of statewide performance to national norms. At both the school and district levels, two kinds of scoring comparisons are available: percentile rank in state and predicted score range derived from a multiple regression analysis of numerous background factors. Many of these background factors are the usual socioeconomic indicators and school factors, but there is one which is unique: an entry level test, developed especially for California, which is administered during the initial month of school to all first graders. This gives a measure of readiness for learning or a baseline against which to compare reading results in grades two and three. Contact: Alex Law, Office of Program Evaluation and Research, State Department of Education.	testing
CA STUDY	High-low study attempts to compare overachieving and underachieving schools as determined by standardized test results. Schools are matched for student and community characteristics and differences in staff, support, organization, etc. sought. Contact: William Webster, State Department of Education.	testing underachievers
CT PROJECT	A cooperative evaluation center, in its third year, assists local school systems in the evaluation of their educational programs. A Title III ESEA project, fiscal year 1975. Contact: Phillip S. Saif, Capital Region Education Council, 443 Windsor Ave., Windsor, Conn. 06095.	evaluation programs
FL HB 1145 Ch 205	Limits educational accountability program to subject areas of reading, writing and mathematics, removing current requirement for other subject areas by 1973-74. Amends the educational accountability act to require that procedures shall be comparable to national systems and indicators. All third and sixth graders are to be tested by the 1974-75 school year and all third through sixth graders the following year in the basic areas of reading, writing and mathematics. Annual reports of school progress are to include an interpretation of the test results.	testing basic skills
FL PROJECT	Needs assessment development project is in the beginning stages of designing, developing and producing a self-contained needs assessment procedure which can be utilized by school districts as a major component of comprehensive planning. Development of the needs assessment procedure will involve	needs assessment planning postsecondary

ACCOUNTABILITY		Assessment and Testing
FL PROJECT	(Continued) educators from a product usable and available for all state educators. This project is a joint effort of elementary and secondary school personnel, community college personnel, university personnel and the department of education. Contact: Department of Education.	
FL PROJECT	Development of a proposed end of college test battery (in cooperation with the American College Testing Service). Contact: G. Emerson Tully, Director of Educational Research, Department of Education.	testing postsecondary
FL PROJECT	Guidelines for evaluating the performance of former students in the activities in which they were trained are being implemented within the community college system. Contact: Myron R. Blee, Chief, Bureau of Program Support and Service, Division of Community Colleges, State Department of Education.	performance evaluation students community college
FL PROJECT	Evaluation of performance of students awarded credit on the basis of the college level examination program. The articulation coordinating committee, which is comprised of representatives of the state university system and the community colleges, is undertaking through an interinstitutional task force to evaluate the subsequent academic performance of students who have been awarded academic credit on the basis of college level examination program. The project involved students from the 28 community colleges and the nine state universities. Contact: Myron Blee, Bureau of Program Support and Service, Division of Community Colleges, Department of Education.	performance evaluation postsecondary CLEP
GA PROJECT	The statewide testing program, initiated by the state board of education in 1971, annually tests approximately 240,000 students in grades four, eight and 11 using standardized, norm-referenced instruments. Test results provide information about the achievement of students in basic skill areas. They may also be used to determine the current status of Georgia students compared to national, state and local norms. However, they do not provide information on student mastery of specific objectives. Therefore, the state board has contracted with educational testing service for the development of criterion-referenced tests of reading, mathematics and career development for fourth and eighth grades. These tests will evaluate the progress of Georgia students toward the state board's goals for education in Georgia. Completion of field testing and refinement of these instruments is scheduled for February 1975; their use in the 1975-76 statewide testing program is anticipated.	criterion-referenced testing basic skills
GA PROJECT	Needs assessment. Pilot projects on needs assessment for purposes of cooperative involvement at local level for developing program in instruction, staff development and others which the data from the assessment indicated. Contact: Lilla L. Carlton, Director, Professional Development, Georgia Education Association, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	needs assessment staff development programs

ACCOUNTABILITY

		Assessment and Testing
GA PROJECT	The Atlanta assessment project, funded under Title III ESEA, exemplifies cooperation in education between federal, state and local authorities. Funds made available through the U.S. Office of Education have been granted by the Georgia Department of Education to the Atlanta Public Schools to operate the project. The project is designed to answer two questions: (1) What will Atlanta area young people need to know, be able to do, and value in order to cope successfully with life in the society of 1985 and thereafter? (2) Are young people in the Atlanta area making progress toward achieving these things? Thus far the project has: (1) established educational goals for the Atlanta of 1985 through a series of studies involving nearly 1,100 community leaders, educators and high school students; (2) developed specific objectives to determine each goal, through the participation of over 90 teachers, curriculum specialists, professors, state department of education staff and representatives of various social agencies; and (3) contracted with a test development agency to develop criterion-referenced tests of these objectives. Project personnel are working closely with the contractor in reviewing test items, refining objectives and planning for a pretest of evaluation instruments and procedures. When the test development phase is completed early in 1975, the project will administer the tests to three sample groups: high school seniors, 17 and 18 year old students at lower grade levels, and 17 and 18 year old non-students, including both graduates and dropouts of the Atlanta system. Assessment results will then be available for use in improving education for young people in Atlanta. Project number 602-1-74-078. Contact: Ray Sweigert, Director, Atlanta Assessment Project, 1001 Virginia Avenue, Suite 313, Hapeville, Ga. 30354.	assessment goals objectives criterion-referenced testing evaluation
GA PROJECT	Needs assessment/staff development. A process implementation of the educational improvement concept including assessment, decision making and program design leading to a local staff development plan for 1975-76. There are three projects in the state: Baldwin, Crawford and Clarke counties. A Title III ESEA 1974-75 project. Contact: State Department of Education.	needs assessment personnel staff development
HI PROJECT	The foundation program assessment and improvement system (FPAIS) consists of two major components: needs assessment and program improvement. FPAIS is conceptualized on the basis of the department's need for: (1) statewide information about the progress of students toward achieving the foundation program objectives; and (2) systematic program improvement procedures and improved curriculum management. (1) The assessment component is designed to pull together heretofore separate departmental attempts toward obtaining data on learner performance, learner needs and program effectiveness measures. The assessment component is also expected eventually to provide for the department of education a repository of assessment exercises, test items and procedures for various program and project evaluation needs at the state, district and school levels.	needs assessment information system program improvement

ACCOUNTABILITY

Assessment and Testing

HI PROJECT (Continued) Departmentwide use of such assessment materials and procedures is also expected to eventually help systematize school level assessment efforts. (2) The improvement component is designed to clarify and systematize curriculum development activities and procedures at the state, district and school levels for the purpose of improving learner performance through program efforts. An administrative and organizational structure is required to implement any statewide change in instructional programs. Such a structure will have to provide for: (a) analysis of learner performance data in relation to educational objectives to determine learner needs; (b) analysis of ongoing program strategies to determine the kinds of program changes necessary for the alleviation of learner needs; (c) programming involving planning of alternative strategies that appear potentially practical and effective in alleviating learner needs, with cost implications; (d) teacher training to be required in relation to program change plans; (e) pilot testing of the program change strategy; (f) documentation of the field tested and refined change strategy as demonstrated to be effective and accepted for dissemination installation in the schools; (g) supervision and control of the installed program change strategy; and (h) ongoing evaluation of the change strategy installed and modified as necessary. Contact: State Department of Education.

HI PROJECT The foundation program is a plan to fulfill the commitment for equal opportunities in education as stated in the master plan for public education. The foundation program establishes a minimal but variable program of academic experiences designed to achieve the following objectives: (1) develop basic skills for learning and effective communication with others; (2) develop positive self-concept; (3) develop decision making and problem solving skills at his proficiency level; (4) develop independence in learning; (5) develop physical and emotional health; (6) reorganize and pursue career development as an integral part of his total growth and development; (7) develop a continually growing philosophy such that he is responsible to himself as well as to others; and (8) develop creative potential and aesthetic sensitivity. Contact: Janet Fumida, Staff Specialist, Evaluation Section, Office of Instructional Services, Department of Education.

objectives
foundation program

KY STUDY Evaluation of follow-through programs. Consultants will study existing follow-through programs to identify components that have been successful. This information will then be edited and disseminated to school districts. In this way, the strengths of this program will not be lost even though the follow-through program is phased out. Possible avenues for other funding sources will be explored. Contact: Charles L. Kinney, Unit Director, Division of Compensatory Education, Department of Education.

evaluation

ACCOUNTABILITY		Assessment and Testing
LA SCR 76	Urges the initiation and maintenance of a program of educational assessment to analyze student progress and performance.	testing
ME PROJECT	The Maine Assessment of Educational Progress (MAEP) is a ten year program to provide specific information about the knowledge, skills, understandings and attitudes of students in various subject areas. A probability sample of all students attending public and private schools is given exercise items by trained administrators from the state department of educational and cultural services. In each assessment phase, the assessment instrument is composed of selected items from those used in the National Assessment of Educational Progress with some specifically for Maine students. Thus, the results can be compared to those of the northeast region and to the nation as a whole. The first phase of cycle I assessed 17 year olds in citizenship and writing; the second phase assessed 17 year olds in reading and science; and the third phase assessed nine year olds in reading and writing. The fourth phase now in planning stages will assess understandings and skills in mathematics for 13 and 17 year old students. The remaining subject areas to be examined are career and occupational development, literature, music, art and social studies. Subject areas will be reassessed in cycle II to provide a measure of educational progress over time. Contact: Horace P. Maxcy, Jr., Educational Planner, Department of Educational and Cultural Services.	assessment
MD STUDY	Educational accountability program. In response to a state law mandating an accountability system, a program in the assessment of achievement in the basic skills has been implemented and a report to the governor, the general assembly and the public will be published in early January of 1975 and each year thereafter. To avoid specious comparisons by the school buildings with diverse socioeconomic populations, achievement will be controlled for ability, income level and education of parent. Other factors such as salary and teaching experience of teachers, salary and administrative experience of administrators, present expenditure, etc. will be reported in conjunction with the controlled achievement data. Contact: Francis X. McIntyre, Coordinator, Office of Accountability, State Department of Education.	assessment
MI PROJECT	The Michigan educational assessment program is a research, evaluation and assessment service project. Since the 1969-70 school year, Michigan has been conducting an annual statewide educational assessment program. This assessment program is designed to ascertain the levels of the performance of students in basic skills and of other factors related to the performance in the schools and school districts. Annually, more than 300,000 students participate in the assessment program. This program is intended to produce specific information useful for educational decision making at the state and local levels. Contact: Tom Farrell, Assistant Superintendent for Legislation and Public Affairs, Department of Education.	evaluation assessment basic skills

ACCOUNTABILITY

			Assessment and Testing
ME	PROJECT	Title III ESEA programs, a research, evaluation and assessment service project. This service assists in the evaluation of programs funded under Title III of the federal elementary and secondary act. The title III programs cover experimental education practices and the demonstration of these practices in educational settings. The evaluation activities include technical assistance to title III projects for the improvement of local evaluation activities and preparing a summative evaluation report on the statewide title III programs. Contact: Tom Farrell, Assistant Superintendent for Legislation and Public Affairs, Department of Education.	evaluation alternative
MN	PROJECT	Educational assessment project in Richfield, a Title III ESEA project, will test the feasibility of adopting the state educational assessment design into a model needs assessment design which can then be adapted to any local educational agency. Additional components will identify variables related to student performance through determining the longitudinal growth in performance. Contact: Ivan D. Ludeman, Project Director, 70th and Harriet Ave. So., Richfield, Minn. 55423.	needs assessment performance evaluation students
MO	PROJECT	An assessment instrument designed to measure affective and cognitive student outcomes was developed and administered to a sample of twelfth grade students during the 1973-74 school year. The instrument sampled student behaviors in a wide variety of areas including intellectual, physical, social and career development. The test is being revised on the basis of item analyses, after which it will be made available for the use of local school districts. Plans for the 1974-75 school year include the development and initial administration of a sixth grade assessment instrument, which will also represent the four goal areas listed above. Contact: Charles D. Oviatt, Director, Assessment Task Force, Department of Elementary and Secondary Education.	assessment
NJ	PROJECT	The educational assessment program is testing all fourth, seventh and tenth grade students for achievement in the basic skills areas of reading and mathematics. Contact: William J. Mathis, Director, Office of Educational Assessment, Department of Education.	assessment reading mathematics
NJ	STUDY	An assessment of the beliefs process and learning environments in technology for children and non-technology for children classrooms. The purpose of this study is to access the effects of the technology for children program on classroom processes and school climate of teachers during their first year of involvement. The study is a quasi-experimental design using a stratified sampling. It will attempt to assess beliefs and attitudes of teachers, actions of children, organization of classrooms, use of space, an organizational climate of the schools in technology for children and non-technology for children classrooms. Data collection will take place from January to June, 1975. Study to be completed by August, 1975. Contact: Wesley Perusek, Research Associate, Technology for Children Project, (Graduate Study Committee) State Board of Education.	assessment technology

ACCOUNTABILITY			Assessment and Testing
NY	PROJECT	National Education Association needs assessment project. Contact: James G. Ward, New York State United Teachers, 80 Wolf Road, Albany, N.Y. 12205.	needs assessment teachers
OR	STUDY	Needs assessment study conducted by the Oregon State Compensatory Education Advisory Committee. A comprehensive needs assessment is required by Title I ESEA regulations. There is a widespread disagreement on what constitutes a needs assessment. A subcommittee of the state advisory committee has been charged with the responsibility of studying the topic and recommending processes and instruments for use in districts of all sizes and allocations. Contact: Barbara Hunt, Specialist, Title I ESEA, State Department of Education.	needs assessment compensatory
PA	STUDY	A division of educational quality assessment includes development and collection of items to measure the ten goals of education, validation of tests and in-depth data analysis to study relationships between test results and other variables. Contact: James Masters, Bureau of Information Systems, Department of Education.	assessment goals testing
SC	PROJECT	To assess annually the educational quality in each school district. Contact: W. E. Ellis; Director, Office of Research, 1203 Rutledge Building, Columbia, S.C. 29201.	assessment
SC	STUDY	Initial report of the fall 1972 South Carolina statewide testing program. Contact: Charles R. Statler, Head Supervisor, Evaluation and Testing Unit, 1204 Rutledge Building, Columbia, S.C. 29201.	testing
SC	STUDY	The following educational studies were conducted by the management information unit of the department of education: historical summary of enrollment trends; projected births; first grade enrollments and number entering college for the state and the counties; rankings of the districts and schools according to enrollment; historical summary of financial data; historical summary of private school statistics; historical summary of first grade retentions 1963-72; fall 1972 age grade study; superintendents and principals salary study 1972-73; advanced copy of the state superintendent's annual report 1971-72 (specific tables prepared by the management information unit); students lost to the education system 1972; characteristics of dropouts from public schools during 1971-72 academic year. Contact: A. D. Link, Head Supervisor, Management Information Unit, 1416 Senate St., Room 102, Columbia, S.C. 29201.	management information system
TN	HJR 461	The state board of education began a sample standardized testing program in 1974-75. A copy of the findings and conclusions of this forthcoming testing program will be sent to the eighty-ninth general assembly.	testing
TX	PROJECT	Design and implementation of a model evaluation capability, Austin Independent School District. Contact: Freda M. Holly, 6100 N. Guadalupe, Austin, Tex. 78752.	evaluation program

ACCOUNTABILITY

		Assessment and Testing
TX PROJECT	Development of valid predictive instruments to reduce the misclassification of Mexican-American school children in South, Texas, Corpus Christi State School. Contact: David T. Wade, P.O. Box 9297, Corpus Christi, Tex. 78408.	testing minorities
UT STUDY	Statewide educational assessment. The planning unit has had primary responsibility for planning and preparation for a statewide assessment program in which the first major data collection will be accomplished in 1975. This effort is designed to report basically statewide educational outcome and process information. The information needs of decision makers at the state level such as legislators, the chief state school officer and his staff and the public are the primary focus of the program. Information will also be provided for local education agencies, school building administrators as well as teachers. Outcome areas to be measured in the study will include measurement scales directed specifically at Utah's goals and general objectives of public education, two basic curriculum areas, mathematics and science and a variety of affective areas such as attitude toward school and student self-concept. Input and process measures to be included in the study will fall under the general categories of student and family characteristics, teacher characteristics, classroom climate and instructional approaches and school characteristics. Stratified random samples of classrooms will be drawn at grades five and 11. Contact: Don K. Richards; David E. Nelson, Planning Unit, State Board of Education.	planning needs assessment goals objectives testing
VA PROJECT	The needs assessment program, supported by the Title III ESEA has included studies of the cognitive, affective and psychomotor domains. The cognitive and affective areas were studied on a statewide basis using a sample in excess of 30,000 children by the University of Virginia under contract to the state department of education. The psychomotor area, requiring individual testing, used a sample of approximately 2,000 children and was conducted by the Newell C. Kephart-Glenhaven Achievement Center. At present, phase II of needs assessment in all three areas is under way designed to validate instruments developed in the affective and psychomotor domains and to provide longitudinal performance data on a statewide sample of children. Contact: Robert V. Turner, Special Assistant for Federal Programs and Relations, State Department of Education.	needs assessment testing
WI PROJECT	Accountability through the use of student follow-up studies for the years 1963-71. Contact: John Geske, Arrowhead High School, Hartland, Wis. 53029.	accountability follow-up students
WI PROJECT	Local school district needs assessment. A do-it-yourself community based K-12 local educational needs/expectations identification activity. Contact: Lance Beutel, Department of Public Instruction.	needs assessment

ACCOUNTABILITY		Fiscal and Administrative
AL PROJECT	The state department of education is working toward the implementation of an integrated data base management information system (MIS). This effort is funded under a Title V ESEA section 505 grant. A new approach to data management is being designed and tested as a prerequisite to the implementation of the MIS. The new approach is based on the logic that: (1) data is a resource; (2) data can be classified and given unique numeric and/or work description identity; (3) data can be stored and accessed on the basis of that identity; and (4) data can be used for many applications from a single storage area. The U.S. Office of Education's "State Educational Records and Reports Handbook Series" (handbooks II through VI) are being used for data element definitions, word descriptors and numeric identity assignments. The word descriptors and/or number identities will be used as keys for the "addresses" of the data elements in the integrated data base. An operational integrated data base of limited scope is expected by late 1975. Contact: Frank T. Speed, Director, Division of Departmental Services, State Department of Education.	management information system
AL STUDY	Budgeting and finance in local school systems. Contact: B. D. Whetstone, Coordinator, Alabama Education Study Commission, 818 S. Perry St., Montgomery, Ala. 36104.	fiscal
AK ACTIVITY	District accounting procedures is a new budgeting and accounting procedure designed by the department and implemented in all Alaska districts. Following revised U.S. Office of Education handbook II, the new procedure allows for cost-by-function accounting and can be expanded to a complete planning, programming, budgeting system accounting system. Contact: Jack Penrod, Fiscal Officer, Department of Education.	PPBS cost accounting
AR PROJECT	Planning, programming, budgeting system in practice, a Title III ESEA 1974-75 project. The goal is to implement a system in the Batesville Elementary School. During the first year the following activities were initiated: (1) planning, programming, budgeting was implemented in language arts; (2) implemented a process monitoring system; (3) initiated a teacher improvement program; (4) planned a program budget for all elementary programs; and (5) planned, in performance and process terms, programs in elementary mathematics and science. During the second year activities will include: (1) monitoring processes in language arts, mathematics and science; (2) planning programs in performance and process terms for all remaining elementary programs; and (3) reviewing and refining all programs already initiated. Types of activities include: (1) inservice programs; (2) on-site assistance for teachers provided by principals and project director in areas of planning and evaluation; and (3) released time program planning committee meetings. The school board serves the project in advisory and leadership roles. Contact: John McCuin, Batesville School District No. 1, 507 7th St., Batesville, Ark. 72501.	PPBS

ACCOUNTABILITY

Fiscal and Administrative

AR PROJECT

A planning, programming, budgeting and evaluation system demonstration project, a Title III ESEA 1974-75 project is to improve the efficiency and effectiveness of the district's total educational program through the use of this management system. Objectives include: (1) to implement the program planning and budgeting system consisting of the basic elements required to collect, store, maintain and retrieve operating budget data in both line item and program format; (2) to implement the program accounting system based on the code structure contained in the U.S. Office of Education handbook II, revised; (3) to implement curriculum planning and development system to selected components of the pilot elementary reading program; and (4) to implement the achievement data system which will provide a cost effectiveness view of selected programs. Activities include implementing the above objectives using computer programs. Helping students improve in reading by identifying and sequencing reading skills, using criterion-referenced test to determine the specific skills needs of the individual student, setting up specific objectives, then with teacher assistance, the use of specific skill oriented material by the student and analyzing data from the program accounting system and the curriculum development system to determine the cost effectiveness of the selected programs. Contact: Tony Scherrey, Fort Smith Public School District, 5205 Jenny Lind Road, Fort Smith, Ark. 72901.

FPBS
evaluation

AR PROJECT

A planning proposal for implementing state school systems financial accounting handbook II, revised, a Title III ESEA 1974-75 project is to investigate the feasibility of small to medium sized school districts implementing financial accounting as required by the financial accounting handbook II, revised, through the use of computer services on a shared time basis. Major goals are: (1) to determine if small and medium sized schools can implement the above system; (2) to determine the problems associated with a county unit concept of independent school districts pooling their resources to establish the above accounting system; and (3) to develop a high quality operational proposal for a pilot project establishing a county unit computer center for implementing financial accounting and other educationally related services. Activities include: investigate accounting systems and procedures and plan for project implementation; visit selected school systems using handbook II and computer services; investigate other computer services for schools, write specifications for appropriate computer equipment, develop an operational plan, negotiate lease bids on proposed computer systems, select and/or develop record forms and computer programs and establish procedures for implementation. Contact: Bob Whitmarsh, Hope Public Schools, Administration Building, Hope, Ark. 71801.

planning
fiscal
computers
accounting

GENERAL GOVERNANCE AND ADMINISTRATION
Elementary, Secondary and Postsecondary

ACCOUNTABILITY

Fiscal and Administrative

CA PROJECT — Consolidated grants management (COGRAM) is a joint effort by the U.S. Office of Education and several state educational agencies to study and test the feasibility of developing a consolidated application to secure funds for various educational programs. If, however, a consolidated application is feasible, it must also be a better vehicle than the ones now employed. The COGRAM project is funded by Title V ESEA section 505 appropriation. The project was started in 1962 and was funded April, 1974 for a final year of refinement of materials and dissemination. Each state has selected its own course and developed its own materials. Meetings to share and exchange ideas and materials have helped to establish common ground. Additional information can be obtained from each of the participating state agencies. Contact: California: Ernest E. Lehr, Special Assistant to the Education Program Administrator, State Department of Education; Delaware: John J. Ryan, Assistant Superintendent for Administration, State Department of Education; Florida: James A. Kemp, Research, Information and Surveys, Bureau of Research and Information, State Department of Education; Minnesota: Gayle H. Anderson, Director, Planning Section, Division of Planning and Development, State Department of Education; Oklahoma: Jack Strahorn, Director, Federal Programs, State Department of Education; Utah: Bernarr S. Furse, Administrative Assistant, State Department of Education; Vermont: Leon H. Bruno, Director, Division of Federal Programs, State Department of Education; Washington: Rich Boyd, Director, Grants Management, State Department of Education.

management system grants

CA STUDY — Survey of school district participation in the education information system. Contact: O. D. Russell, Chief, Division of Fiscal Resources and Distribution of Aid, Department of Education.

information system

CA STUDY — The Hi-Lo or school effectiveness study is a relatively new approach to the question of whether schools can make a significant contribution toward determining children's academic success. After controlling for socioeconomic and other nonschool factors, the study attempts to identify and describe the financial, curricular and administrative variables which distinguish pairs of schools. Each of the 22 pairs identified consists of two schools which are matched for students' socioeconomic status, percentage of minority students, percentage of bilingual students, urbanity and school size, yet whose students' sixth grade achievement scores differ dramatically from each other and from their predicted range. For each matched pair, one school's students scored far above the prediction, while the second school's students scored well below their prediction. The Hi-Lo research design will evaluate data from the paired schools to determine the factors which might account for the differences. Contact: Alex Law, Chief, Office of Program Evaluation and Research, State Department of Education.

fiscal
administrative
assessment

ACCOUNTABILITY

			Fiscal and Administrative
CO	SB 22 Ch 3-39 3-28 3-31 106	Concerning the process of planning, programming and budgeting. Providing for the creation of an office of budgeting and governmental planning and making an appropriation therefore.	PPBS
CT	PROJECT	Education resources center, Title III ESEA fiscal year 1975. Area cooperatives educational services will expand the capability of its education resource center to function as a state and national data bank providing storage and access services to state and local educational agencies. Contact: Harry Osgood, Area Cooperatives Educational Services, 800 Dixwell Ave., New Haven, Conn.	information system education service center
CT	PROJECT	Educational park, Title III ESEA fiscal year 1975. The Windham community will survey the agency resources available and develop a plan for coordinating services in new ways to meet a range of educational needs. Contact: Robert Dolph, Eastern Connecticut State College, Willimantic, Conn.	information system educational park
FL	PROJECT	Review of the process for generating resource requirements for community colleges based on an analysis of course costs by fields of study including modification of the allocation process to provide a more equitable and manageable distribution of funds within the funds appropriated by the legislature. Contact: Thomas M. Baker, Chief, Bureau of Fiscal Administration, Division of Community Colleges, State Department of Education.	cost analysis community colleges
FL	PROJECT	Cooperating in a contractual arrangement with St. Petersburg Junior College to develop a discipline oriented budget and a program oriented budget as a pilot design for planning and management. The outcomes of this project are expected to demonstrate both the feasibility and desirability of program oriented planning, budgeting and management for the community colleges with goals to include the impact on the state funding mechanisms and models of accountability. Contact: William R. Odom, Chief, Bureau of Research and Information, Systems and Services, Division of Community Colleges, State Department of Education.	PPBS community colleges
FL	PROJECT	Development of an automated faculty resource inventory of faculty competencies. Contact: William B. Phillips, Director, Science and Engineering, Department of Education.	teachers postsecondary information system
FL	PROJECT	Information system for internal planning. This is a management information system for planning and monitoring the use of department of education resources. It is designed for both multi-year planning and for management within the fiscal year. At present, the system is being used primarily to monitor activities supporting six department of education priorities. Personnel from several administrative units within the department are assigned to carry out coordinated activities addressing each priority. Contact: Fred Daniel, Room 125, Miles Johnson Building, Department of Education.	management information system planning

ACCOUNTABILITY

		Fiscal and Administrative
FL PROJECT	Continuing study to develop alternative bases for funding of the state university system and evaluation of their feasibility and their impact on existing standards and methods. Contact: Kenneth Boutwell, Vice Chancellor for Administrative Affairs, Board of Regents, 107 W. Gaines St., Tallahassee, Fla.	fiscal finance postsecondary
FL PROJECT	Revision and implementation of an accounting manual for Florida's public community colleges conforming to the principles and procedures contained in the American Institute of Certified Public Accountants new audit guide, Audits of Colleges and Universities, and incorporating the changes contained in National Association of College and University Business Officers administrative services manual. This manual provides for correlating the systems, procedures and reports with the latest trends nationally to develop more uniform accounting reports and procedures for colleges and universities and adapting the accounting system to meet the requirements for preparation of program budgets. A significant feature of the manual is that it includes a functional classification of accounts which conforms to the National Center on Higher Education Management Systems program classification structure. This feature will enable the colleges to collect data in the functional categories required for program budgeting, eliminating the need to crosswalk data to meet the specific requirements of this budgeting process. Contact: Kenneth E. Jarrett, Consultant, Financial Affairs, Division of Community Colleges, State Department of Education.	cost accounting budgeting community colleges
IN PROJECT	The department of public instruction is proceeding on schedule with the implementation of a statewide planning, programming and budgeting system by July, 1977. Four pilot projects have been established and have used the system for approximately two years. The department of public instruction and the state teachers association are preparing a program of instruction for Uniserve directors and state teachers association members in the spring of 1975. Two of the four projects have been successful in implementing each component of the planning, programming and budgeting system, (needs assessment, goals, objectives, program identification, program budget, program reports and evaluation). Contact: Ivan D. Wagner, Director, Division of Planning and Evaluation, Indiana State Teachers Association, 120 W. Market, 16th Floor, Indianapolis, Ind. 46204.	PPBS needs assessment goals objectives evaluation
IA STUDY	Teacher supply and demand study for Iowa 1973. The purpose of the survey was to investigate problems of teachers supply and demand and to collect information from the local school districts to be used as baseline data on the current employment of teachers. Objectives were: (1) to ascertain the number of vacancies; (2) to interpret the expected change in each major subject area for the next school year; (3) to collect, analyze and compare vacancy information with data on teacher supply and demand for teachers; (4) to analyze and	teachers manpower needs assessment management information

ACCOUNTABILITY		Fiscal and Administrative
IA STUDY	(Continued) interpret responses on questions concerning personal characteristics of new personnel hired; and (5) to summarize findings of investigation and present an overview of teacher supply and demand for 1973-74. There has been an adequate supply of teachers except for problems due to declining enrollments, budget restrictions and uncertainties of federal funding for special education. There was an increase in teacher aides and associates. Iowa is insufficient in graduating agriculture, business education and industrial education teachers. Interpretation of data on teacher vacancies this fall seems optimistic. Contact: Trevor G. Howe, Professor of Education, Iowa State University, Ames, Iowa; Orrin Nearhoof, Director, Teacher Education and Certification, Department of Public Instruction; John J. Wagner, Graduate Research Assistant, Iowa State University, Ames, Iowa.	
KY PROJECT	Study of feasibility of using centralized computer with terminals in each of 15 regions to provide data processing service to all local school districts. This will include implementation of a double entry accounting system with program budgets. Advisory committee consists of chairman of the board of directors from each of Kentucky's educational regions. Contact: James Melton, Assistant Superintendent, Bureau of Administration and Finance, Department of Education.	computers PPBS
KY PROJECT	The bureau of vocational education has undertaken a system of management by objectives for fiscal year 1974-75. The system consists of broad goals and objectives for the bureau as a total, objectives for divisions and units and objectives and activities for individual staff members. While the system was designed for the major objectives to be established at top bureau level, all staff members have been actively engaged in the developmental process with many negotiating sessions being conducted to clarify the roles of individual staff members. It is anticipated that the system will reduce any duplication of effort and assist the total staff reach predetermined and agreed upon objectives. Contact: Floyd McKinney, Director, Program Supporting Services Division, Bureau of Vocational Education, 20th Floor, Capital Plaza, Frankfort, Ky. 40601.	management-by-objectives vocational
KY STUDY	Kentucky's information for training and education system (KITES). The department of education, through the assistance of ten other agencies, has undertaken the development of a comprehensive manpower data system. This system will provide information to all levels of manpower planners concerned with planning for the development of the state's human and economic resources. The need for a centralized information system was originally recognized by those agencies of state government which make up the Kentucky Manpower Council. The 11 agencies represented on the council are the department of health, department of commerce, department of natural resources and environmental protection, department of personnel, department	manpower assessment information system

ACCOUNTABILITY

			Fiscal and Administrative
KY	STUDY	(Continued) of child welfare, department of corrections, cooperative extension service, department of mental health, department of labor, department of economic security and the department of education. The bureau of vocational education and the state department of education was selected as the unit through which the system would be administered. Although unable to meet all data needs, the conceptual design of the system is one which will allow it to become the basic information system of the state by providing data on manpower requirements by state and substate planning districts. The data generated by the system will ultimately provide a sounder basis on which program planning can be carried out. Contact: Janie Jones, Director, Occupational Information Unit, Bureau of Vocational Education, 20th Floor, Capital Plaza, Frankfort, Ky. 40601.	
MD	ACTIVITY	Handbook II revised. Development of a revised financial reporting manual according to handbook II revised guidelines has been largely completed to meet the anticipated needs of the U.S. Office of Education and to meet the requirements of the Maryland accountability law. Contact: Ronald Meyers, Specialist in Research, Division of Research, Evaluation and Information Systems.	fiscal accountability
MD	PROJECT	Data retrieval. The automatic data processing center, the statistical services section and the management information system unit, all of the division of research, evaluation and information systems have completed the first year for providing data to staff members of the state department of education from data banks that already exist. Data are being retrieved, manipulated and reported for special onetime reports without additional data collection in some cases. Contact: William S. Scott, Jr. Management Information System Unit, Division of Research, Evaluation and Information Systems.	information system computers
MD	PROJECT	Automated data collection and reporting. The automatic data processing center, the statistical services section and the management information system unit, all of the division of research, evaluation and information systems, have completed the first year of a pilot study to collect data (reports) from school districts on magnetic computer tape or in punched cards. Sufficient experience has been gained to prove the procedure feasible and working. Activities related to this study will continue to be performed until a state policy is developed. Contact: William S. Scott, Jr., Management Information System unit, Division of Research, Evaluation and Information Systems.	information system computers
MD	PROJECT	Forms administration. The statistical services section and management information system unit, both in the division of research, evaluation and information systems, are implementing a forms administration procedure centralizing the approval of all data collection documents distributed by the state department of education. A complete centralized forms inventory has been compiled. Activities	administrative information system

ACCOUNTABILITY

Fiscal and Administrative

MD PROJECT	(Continued) necessary to assure the continued existence of a current and accurate forms inventory at the central location are occurring in 1974. Activities necessary to study and eliminate, if appropriate, duplicate data collection are scheduled for calendar year 1975. Contact: William S. Scott, Jr., Management Information System Unit, Division of Research, Evaluation and Information Systems.	
MD STUDY	Final report of a study of the need for a feasibility of developing a comprehensive educational manpower system in Maryland includes an inventory of manpower data items available in the state department of education and three local education agencies and alphabetical and categorical indices of the state education agency data items cross-referenced for the inventory and handbook IV definitions. Contact: Leonard D. Garlick, Management Information System Specialist, Division of Research, Evaluation and Information Systems.	manpower system management information
MD STUDY	Research study on the state of the art and the newer media hardware utilization. The three major components of the study will focus on assessing information on quantitative holding, on assessing utilization patterns and in predicting future trends and developments. The methodology will include surveys conducted by questionnaire, interview and case study methods. Contact: David R. Bender, Assistant Director, Division of Library Development and Services, State Department of Education.	computers assessment media
MI PROJECT	A cost effectiveness study of Michigan's compensatory education programs, a research, evaluation and assessment service project. Since the 1973-74 school year, Michigan has been conducting a cost-effectiveness study of compensatory education programs designed to: (1) determine the effectiveness of planned delivery systems; (2) determine the relationship between costs and the various effective and non-effective parts of a planned delivery system; and (3) predict changes in effectiveness and costs when changes are made in a planned delivery system. The management and cost data obtained from samples of successful and unsuccessful delivery systems and establishing explanatory relationships among the variables. Contact: Tom Farrell, Assistant Superintendent for Legislation and Public Affairs, Department of Education.	cost analysis PPBS compensatory
MN PROJECT	Consolidated grants and program management, a Title III ESEA project fiscal year 1975. Common application and reporting forms utilizing computer technology are being developed in Duluth for all programs which report to local, state and federal agencies. Contact: Bill Joula, Project Director, 226 N. 1st Ave., East Duluth, Minn. 55802.	computers management system grants
MN STUDY	School finance task force. Department of education, division of planning and development. A 33 member task force with ten staff members of the department of education are exploring the issues and developing reports in the following areas:	fiscal management system

ACCOUNTABILITY		Fiscal and Administrative
MN STUDY	(Continued) (1) educational overburden; (2) local discretion/tax limitation; (3) management system/ state and local agency roles and relationships; and (4) appraisal of the foundation aid formula. Contact: Gayle H. Anderson, State Department of Education.	
MN STUDY	Work program for technical assistance to the division of vocational-technical education. Education management services incorporated. This project was initiated to: (1) develop forms and procedures utilizable in the distribution of state and federal monies used for secondary vocational-technical education programs; (2) to conduct workshops and meetings for inservice training in use of said forms and procedures; and (3) to obtain feedback from administrators in local education agencies relative to problems and concerns which a change in procedure would engender. Contact: Gary Mohrenweiser, Education Management Services, Inc., 4930 W. 77th St., Minneapolis, Minn. 55435.	fiscal management training vocational
MO PROJECT	The department of elementary and secondary education is developing a manual and review procedure which will be made available to local school district personnel for use in reviewing and evaluating administration and management practices of the district. The manual will specify criteria for effective management in such areas as financial and business administration, support services administration, personnel administration and process administration. The manual and related materials will be made available to participating schools for self-study, followed by a team visit of state and local educators. Participation by schools will be voluntary. Contact: Steve Sandler, Associate Commissioner, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Mo. 65101.	management administrative
MO PROJECT	Loaned executives action program (LEAP). A team of executives and management specialists from private businesses and industry was made available to the department of elementary and secondary education through the governor's loaned executives action program. The time and expenses of the team were contributed to the state government by a large number of business corporations. The team examined in depth the operations of the department in such areas as accounting, personnel management, budgeting and data processing. The team submitted a report with recommendations regarding each of the areas under study and the recommendations are presently being considered for implementation. Contact: Steve Sandler, Associate Commissioner, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Mo. 65101.	management analysis
MT HJR 80	Requesting the governor to appoint a committee to study the operation, objectives and financing of inter-school activities in Montana.	fiscal objectives

ACCOUNTABILITY

			Fiscal and Administrative
MT	STUDY	Study of the control and financing of inter-school activities in Montana to determine whether proper educational goals are being served by present arrangements. Contact: Richard Hargeshemer, Legislative Council.	fiscal goals
NB	LR 158	Study of citizen participation and reaction to manner in which school aid to education is provided.	fiscal citizen involvement
NH	ACTIVITY	Teacher application bank service (TABS). This is an effort to centralize all teacher applications and have available to superintendents of schools lists of candidates by category. Contact: Bruce Ryan, Bureau of Research and Testing, Morrill Hall, University of New Hampshire, Durham, N.H. 03824.	information system teacher applications
NJ	S 952 Ch 14 S 966 Ch 23	Creates a ten member joint legislative committee to study the methods of financing a thorough and efficient system of public schools. Expires December 31, 1974.	fiscal accountability
NJ	ACTIVITY	Program, budgeting and accounting. The department project began two years ago with Willingboro, South Plainfield, Newton and Essex Fells preparing their 1973-74 budgets using program budgeting concepts. July 30, 1974 marked the completion of a year where their expenditures were reflected using a program accounting format. Department guides were developed. Additional districts prepared their 1974-75 budgets using the program budget guide and are now accounting for these expenditures using the program accounting guide. Contact: James Oszfolk, Chief Auditor; Harold Y. Bills, Acting Assistant Commissioner, State Department of Education.	PPBS
NJ	STUDY	The state supreme court on April 3, 1973, upheld the decision of Superior Court Judge Theodore I. Botter in the case of Robinson vs. Cahill which said that the current method of financing public education was unconstitutional under the state constitution and that the system must be changed. The supreme court said that the financing method failed to provide the "thorough and efficient" system mandated in the state constitution. Recognizing that the ultimate responsibility for developing a financial scheme that will fulfil this obligation rests with the legislature, the state board of education has undertaken the mission of defining "thorough and efficient" education. To direct the department of education's activities in this regard, the state board appointed a task force, chaired by board member Dr. Allen G. Potter and consisting of three other board members, the commissioner and the department's division heads. The department's first step was to review pertinent literature and conduct a survey of all other states' efforts at defining or setting state standards for "quality education". Based on this work, the board task force then made two major decisions: (1) to develop a functional definition of "thorough and efficient" through the state's administrative code;	finance

ACCOUNTABILITY			Fiscal and Administrative
NJ	STUDY	(Continued) and (2) to involve a broad spectrum of educational and civic groups as well as the public in the process of developing that definition. The suggested code revisions set forth the responsibilities of the local district in planning and carrying out its school program and of the state board and department of education in monitoring and auditing that program. Chapter 6:27 of the recommended code defined educational process and program standards and the district and school approval process. That process couples: (1) a comprehensive self-study and state evaluation for approval every tenth year; with (2) an annual approval based upon evaluation of the district and school report of its progress and plans for improvement each year. Contact: William Brooks, Deputy Assistant Commissioner, Division of Curriculum and Instruction, Department of Education.	
NJ	STUDY	State aid plans. On April 3, 1973, the supreme court ruled in the matter of Robinson vs. Cahill that the present method of funding elementary and secondary education was unconstitutional. The legislature was given until December 3, 1974 to enact a new funding plan to be effective July 1, 1975. To date, many studies have been made and alternative funding plans have been formulated. Contact: Harold Y. Bills, Acting Assistant Commissioner, State Department of Education.	finance
OR	PROJECT	The exemplary project was designed to develop an innovative master administrative plan with appropriate implementation procedures to encourage the development and refinement of self-placed instructional programs for open entry/open exit programs. Contact: John W. Kreitz, Lane Community College, State Department of Education.	administrative planning community colleges
OR	STUDY	Study of state computer. Contact: Carl Christoffersen, State Department of Education.	computers
OR	STUDY	Study of new accounting system. Contact: Ed Sanford, State Department of Education.	accounting
OR	STUDY	The 13 community colleges, in cooperation with the state department of education, have called for a plan to implement a management information system and have approached the Western Interstate Compact for Higher Education management information system project to bring services to Oregon. Contact: W. G. Loomis, Director, Community College Program, State Department of Education.	management information system community colleges
PA	HB 2292 Act 282	Created temporary state commission to study fiscal needs of cultural institutions.	fiscal needs cultural institutions
PA	PROJECT	Educational computer network. Computer resource sharing between institutions of higher education and basic education to provide efficient and effective administrative research and instructional support for all levels of the education community. Contact: Philip Mulvihill, Assistant Bureau Director, Bureau of Information Systems, Department of Education.	computers postsecondary information system

ACCOUNTABILITY

		Fiscal and Administrative
PA PROJECT	Research and development network. The bureau of information systems is involved in the planning stage for the development of a statewide research and development network. This research and development network will provide a linkage and support mechanisms to open up communication among the university research community, the state department of education and the classroom practitioner. Contact: Peggy L. Stank, Bureau of Information Systems, Department of Education.	planning information system postsecondary
PA STUDY	Update study of the financial condition of independent higher education 1974. This study incorporates three years of actual data from 62 higher education institutions as a way of determining financial operating results and making projections to 1975-76. The study is a model for any higher education institution to use in a financial self-study. Contact: Frank Durkee, Bureau of Information Systems, Department of Education.	finance accountability postsecondary
PA STUDY	Manpower studies of 1974 included teacher manpower supply and demand, physical manpower supply and demand, supply and demand in allied health and health-related occupations, dental manpower supply and demand and post-high school activities of graduates. Some of these are summarized in the symposium report, Manpower Research and Information. Contact: Steven Franchak, Bureau of Information Systems, Department of Education.	manpower study personnel
PA STUDY	Task force report on two year programs. Report prepared for the council of higher education following a ten month study by a 21 member task force. Report includes 26 recommendations related to the organization of a system for the orderly development of two year postsecondary educational programs to meet needs of commonwealth residents; a method of financing two year postsecondary education; the eradication and avoidance of unnecessary and costly duplication of programs. Contact: Harold C. Wisor, Assistant Commissioner, Office of Higher Education, Department of Education.	planning finance postsecondary
SC S 592	Provides that state agencies may enter into agreements to carry out comprehensive development programs with other state agencies to insure that the purposes and functions of comprehensive development programs can be more effectively and efficiently implemented.	administrative
TN PROJECT	Management information system. First step toward developing a management information system is the microfilming of records in the office of teacher education and certification and their storage for computer access. Contact: Herb Ward, Project Leader, Teacher Information System, Department of Education.	management information system computers
TX PROJECT	Development, testing and implementation of a model planning, evaluation and accountability system, San Antonio Independent School District. Contact: William J. Robinson, 141 Lavaca St., San Antonio, Tex. 78210.	planning evaluation accountability

ACCOUNTABILITY			Fiscal and Administrative
VA	SJR 14	Commission on higher education directed to transmit information and materials accumulated during study to the general assembly's joint legislative and review commission so that they may continue a study of management and financial practices of individual public institutions, appropriation.	management information system fiscal postsecondary
WA	STUDY	Accountability. The legislature recently appropriated money to the superintendent of public instruction's office for a limited accountability program. This subcommittee may determine the effectiveness of that program and whether or not it should be examined and broadened. Contact: Representative Eleanor Fortson, Chairwoman, Senate Research Center, 1st Floor, Legislative Building, Olympia, Wash. 98504.	accountability evaluation
WV	STUDY	Governors survey on school management. It recommends more efficient administrative methods and procedures which could be implemented at state and local levels. The state department already has implemented or is in the process of implementing 64 of the 118 recommendations. Others are being studied and evaluated and will be implemented as soon as practical. A state department person has been employed to assist in implementing as expeditiously as possible everyone of the recommendations that can or should be implemented. Contact: William W. Ferrell, President, Governor's Task Force on Education, Charleston, W.V. 25305.	administrative planning evaluation
WI	SR 18	Directs the senate committee on health, education and welfare to study the Wisconsin educational system with a view to reducing costs through improved efficiency.	fiscal

ACCOUNTABILITY			Records and Meetings
AZ	HB 2116	Parental examination of student records, rights defined. Parent or guardian has right to review all pupil records used or expected to be used by the school. Excludes worknotes of teachers and others. If parent protests accuracy and so notifies the school, the parent may attach written statement to the records.	parent rights
AZ	SB 1059 Ch 196	Requires meetings of tax supported governing bodies of the state and its political subdivisions where action is taken or decisions made to be open to the public except in the case of a judicial proceeding or any political caucus or where an executive session has been called to consider a limited number of subjects such as personnel matters. Also sets forth provisions requiring at least 24 hours notice prior to a meeting being held.	open meetings
AR	STUDY	Arkansas school boards. State school construction program-research. Freedom of information amendment to allow boards to discuss in executive closed sessions: (1) board attorney conferences; (2) site selection; (3) negotiation proposals - collective bargaining; and (4) pupil discipline cases. Board may not take action on these subjects. Contact: Ed Teeter, 1515 Building 607, Little Rock, Ark. 72202.	meetings collective bargaining students discipline
CA	AB 3021 Ch 634	This includes armed forces recruitment personnel among those who might have access to pupil records.	student records
CA	AB 3886 Ch 1142	Requires the governing board of a school district to allow the parent or guardian of pupil to include in the pupil's written records or cumulative record a written statement or response concerning disciplinary action as prescribed.	parent rights
CA	AB 4412 Ch 1479	Allows public and private schools, colleges or universities to be furnished names and addresses of twelfth grade pupils and pupils who have terminated prior to graduation.	nonpublic schools postsecondary student records
CA	ACR 229 Res Ch 222	Directs the department of education to establish guidelines for student recordkeeping and to establish procedure to ensure that each parent or guardian or a pupil have access to any and all written records.	student records parent rights
CA	SB 1529 Ch 1198	Provides that employment contracts between a local agency and any public official or employe are public records and available for public inspection.	open records
CA	SB 1845 Ch 1229	Provides method for parent or guardian to seek removal of inaccurate or non-factual information from written records on his child or ward.	parent rights
CA	SB 2177 Ch 1254	This amends the Brown Act to repeal any authorization for holding executive sessions to consider the dismissal of employes.	open meetings personnel dismissal
DE	HB 734 Ch 14	Requires the state board of education to establish regulations to insure preservation of school employe personnel records, including salary, sick leave and vacation information for at least 40 years.	personnel records

ACCOUNTABILITY			Records and Meetings
FL	SB 892 Ch 310	(Substitute) Creates a new administrative procedures act, establishing procedures for adoption of rules, requiring publication, public notice and public hearing; affects all agencies of state government including district school boards and community colleges; establishes due process procedures for administrative hearings by public agencies, including school boards and community colleges.	open meetings school boards community colleges
KY	HB 100 KRS 61	Requires all regular and special meetings of public agencies, including school boards, at which any public business is discussed, a collective decision, commitment or promise to make a positive or negative decision or actual vote is taken to be open to public; excludes deliberation on purchasing of real property if publicity would effect value, discussions of proposed or pending litigation, collective bargaining negotiations, individual personnel and student matters relating to appointment, discipline or dismissal; sets forth conditions under which closed meetings may be held; mandates that all meetings be held at convenient time and place for public; provides for 24 hours written notice to board members and news media for special meetings, except for emergencies and business transacted at a meeting held in violation may be voided by court; mandates minutes be placed on record and made available not later than immediately following next meeting of board; prohibits requiring any attendee to identify himself; must grant news media coverage including broadcasting and recording; penalty for violation of $100 fine.	open meetings school boards collective bargaining
ME	PROJECT	Publication of Guidelines for the Management of Student Records, produced by a committee of Maine educators, students and legal experts formed by the department of educational and cultural services. The guidelines closely follow the federal family educational rights and privacy act and were disseminated to all public and private school administrators. Contact: Betty L. McLaughlin, Consultant, Department of Educational and Cultural Services.	student records
MD	STUDY	Records retention. The management information system unit is coordinating a complete revision of existing records retention schedule for the state department of education. Contact: William S. Scott, Jr., Management Information System Unit, Division of Research, Evaluation and Information Systems.	records
MA	S 5342 Ch 677	The board is now authorized to adopt regulations relative to the retention, duplication, storage and destruction of records under the control of school committees.	records
MN	Ch 323	Any public officer who has jurisdiction over a collection of official records may select and use, subject to the approval of the commissioner of administration, alternate methods for the compilation, maintenance and storage of the information contained in those records.	records

ACCOUNTABILITY

			Records and Meetings
MN	Ch 479	Rules concerning school records: (1) collection of data on persons shall be limited to that necessary for the administration of the school program; (2) a responsible authority shall be appointed to be in charge of system; (3) requests for data use must be in writing, stating intended use and approved by responsible authority; (4) regarding collection, security and dissemination of data on individuals, responsible authority shall assure that data is accurate, complete and current; and (5) data on individuals shall be stored so long as is necessary to administration of school program. Rights of subjects of data: (1) purposes for which data is collected and used shall be filed in writing by responsible authority with commissioner of administration and shall be a matter of public records; (2) an individual who is asked to supply data shall be informed of purpose and use of data; (3) an individual who is asked to supply personal data shall be informed whether he may legally choose or refuse to do so; (4) data shall be used only for purpose intended; (5) individual shall have right to contest data; and (6) individual shall be informed if he is subject of data. Violation of act is misdemeanor.	school records personnel rights student rights
NB	LB 370	Requires that academic records and those of disciplinary matters be kept separate. Also requires that a student have access to his own records and protects his right to privacy. Academic or administrative records includes basic information and may contain information on achievement and aptitude tests, health information and extra-curricular activities. Behaviorial/disciplinary or supplementary records will be maintained separately. All such files to be destroyed when student graduates. Professional records are personal property. The use of this material must be governed by the ethics of the individual's profession. Release of records to outside agencies can only be made with written authorization of parents or guardians for students 18 and authorization by students over 18. Students, parents and guardians have right to challenge information contained in records they believe to be inaccurate. A review committee of impartial professionals should review such challenges. Guidelines contained in federal legislation HR 69.	student rights parent rights
NM	HB 63	Provides for all meetings of a quorum of members of a board to be open to the public except meetings on personnel matters or where a license is issued, suspended or revoked.	open meetings
NY	A 3247-B Ch 578 A 12456 Ch 579 S 10813 Ch 580	(Amended) Freedom of information law. School boards as well as other state and municipal boards are covered. Provides for public access to certain records. The new law: (1) creates a committee on public access to records to advise agencies and municipalities and to promulgate rules and regulations concerning administration of the new law and to recommend changes best serving public interest; (2) sets forth those types of government records to which the public shall have unimpaired access; (3) requires all agencies of	school boards open records

ACCOUNTABILITY

			Records and Meetings
NY	A 3247-B Ch 578 A 12456 Ch 579 S 10815 Ch 580	(Continued) the state or local governments to make such records available for public inspection and copying; and (4) requires such agencies to maintain current lists of all such records produced after September 1, 1974. Records not made available are those which present unwarranted invasion of personal privacy. Examples are disclosure of personal matters and employment, medical or credit histories of individuals. School boards could prepare in advance of the effective date of September 1, 1974, by determining: (1) the time and place required records are available and the necessary procedure for inspection; (2) the person responsible for such records; (3) fees, authorized by law, for copies of such information; and (4) an inventory of those records required to be kept.	
OR	SB 15	Requires governing body of public body to open all meetings to public. Defines meeting. Permits governing body of public body to hold an executive session to consider specified matters. Defines executive session. Prohibits holding an executive session for purpose of taking any final action or making any final decision. Exempts deliberations of state board of parole and probation, state banking board, commission on judicial fitness of state agencies and workmen's compensation board conducting hearings on contested cases in accordance with administrative procedures act, or any judicial proceeding from application of act. Requires governing body to provide for taking of written minutes of all its meetings and to make such minutes available to the public. Specifies minimum information to be contained in such minutes. Permits persons to commence suit in circuit court for purpose of requiring compliance with or prevention of violations.	open meetings
PA	H 124 Act 175	Open public meetings. Amendment excepts state agencies making judicial type decisions in administering statutes, the results of which will be served in writing upon a party.	open meetings
PA	S 1231 Act 125	(Amended) School subsidy law of 1974 includes confidentiality of student communications. Amended in conference committee to include: maximum reimbursable instruction expense $750; deletes density and sparsity offset; revises poverty factors and payments; authorizes subsidy payments of up to 100 per cent of the total approved reimbursable instruction expenditures; provides for tertiary payments; provides for a minimum of 50 per cent reimbursement for act 372 transportation; and authorizes reopening of budgets in July, 1974. Increases reimbursement base to $750 per weighted average daily membership.	student rights
PA	PROJECT	Pupil records. On July 12, 1974 the state board of education adopted regulations requiring that each district board of school directors adopt a plan for the collection, maintenance and dissemination of pupil records and submit it to the department of education for approval on or before September 2, 1975. Included with the regulations were board	records students administrative

ACCOUNTABILITY			Records and Meetings
PA	PROJECT	(Continued) approved guidelines which are based on the Guidelines for the Collection, Maintenance and Dissemination of Pupil Records prepared by the Russell Sage Foundation. In order to assist school districts in the implementation of the regulations, the department of education has been sponsoring 29 workshops covering all geographical areas of the commonwealth. Contact: Robert Cox, Guidance and Counseling Coordinator, Bureau of Instructional Support Services, Department of Education.	
TN	HB 1486 Ch 442	Provides for open meetings of governing bodies except as provided by the state constitution; notice of regular meetings and special meetings; open minutes. Provides penalties for violation. Declared unconstitutional by lower court on basis of vague working "adequate public notice of such meeting". Supreme court overturned the lower court ruling and this is now law in Tennessee. Adequacy of notice will be judged on a case-by-case basis.	open meetings
VA	HB 3 SB 96 Ch 332	The general assembly approved substantive changes to the freedom of information act, particularly in provisions defining "official records" and providing for public inspection of these records. Under the amended act, many of the governmental bodies which are exempt from the general provisions of the act must now take final votes in open meetings. Two amendments to the act directly affect institutions of higher education. First, memoranda, working papers and correspondence held by the "president or chief executive officer of any state supported institution of higher education..." are not official records open to public inspection under the act. Second, meetings of boards of visitors are not required to be open, but following the meetings, announcements of actions, not including those excluded by 2.1-344 are to be made available immediately with membership of the board available for discussion of actions taken. As under the previous act, official minutes of the board meetings must be made available to the public not more than three working days after such meetings.	open records
VA	SB 345	Requires all school boards to furnish the state board of welfare and instututions promptly with any information from its files which the state board deems to be necessary in the classification, evaluation, placement or treatment of any child committed to the state board.	student records school boards
WI	AB 573 Ch 254	A pupil, or the parent or guardian of a minor pupil, shall, upon request, be shown and provided with a copy of the pupil's progress records. An adult pupil or the parent or guardian of a minor pupil shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the pupil's behavioral records. Pupil records may be made available to licensed persons employed in the school and progress records may be provided to a court.	students parent rights

ACCOUNTABILITY

			Records and Meetings
WI	AB 573 Ch 254	(Continued) No behavioral records may be maintained for more than one year after the date upon which the pupil graduated from or last attended school. Pupil records may not be maintained for a period of longer than five years after the pupil ceases to be enrolled in the school.	
WI	S 462 Ch 297	Allows negotiations to be conducted as at the present time. Penalties are provided for violation of the law and actions taken at illegal meetings are voidable. 1973.	open meetings

ACCOUNTABILITY

Ethics

AZ SB 1121	As enacted this bill defines standards of conduct for all elected and appointed public officers in Arizona. It covers four main areas: (1) Public officers or employes excluding members of the legislature are prohibited from representing another person before the agency where formerly employed for one year and disclosing confidential information for a period of two years and misuse of his official position for illicit financial gain; (2) Members of the legislature are prohibited from misusing their official power for personal gain as defined in the preceding paragraph. Special exemptions are made for legislators to appear at judicial proceedings which are advisory in nature and appear before state agencies on behalf of constituents. Additionally, a legislator is prohibited from: (a) accepting outside employment which will conflict with his official duties; (b) participating in any way in legislation in which he has a substantial personal interest (subject to rules of the legislative body of which he is a member); and (c) selling goods to the state worth more than $1,000 from a firm in which he has more than ten per cent interest except under competitive public bidding; (3) All elected officials, including judges, shall file a detailed financial disclosure with the secretary of state. This statement shall be filed by all candidates for public office by September 1, 1974 and thereafter on January 31 of each year. Every incorporated city, town or county shall adopt financial disclosure provisions similar to this chapter. Penalties for failure to disclose or incomplete disclosure are provided; and (4) The governor will appoint an eight member ethics board which has the power to: (a) initiate and receive complaints against public officers; (b) investigate information and financial statements filed on public officers; (c) hold hearings and give notice of hearings to all parties involved; (d) recommend legislation and render advisory opinions; and (e) report its findings to the officials involved, the governor and appropriate law enforcement agencies for further action.	ethics financial disclosure
AZ SB 1138 Ch 197	Requires each candidate for public office and each campaign committee to file itemized campaign financial statements. The first to be filed not more than 15 nor less than ten days to a primary election. Statements to include each contribution in excess of $25, names and addresses of contributors and all expenditures. In addition, candidate must file a report containing the name and address of each person who has received contributions on his behalf, has made an expenditure on his behalf, or will expend or collect money on his behalf. Contributor giving over $25 must also report contribution within five days. Limit on amount of money which may be spent to aid candidate: not more than ten cents for each person residing in the election district. However, a person may spend up to $500 if the ten cent computation is less than $500. Violators guilty of misdemeanor are fined from $100 to $2,000, imprisonment for six month-one year or both. Falsifying a campaign statement punishable by fine from $25 to $500. In addition, the person will be barred from office.	financial disclosure

ACCOUNTABILITY

			Ethics
CA	ACTIVITY	Legal doubt regarding applicability to school board members of the mandatory financial disclosure provisions of section 3700 of the government code (SB 716) is clarified by a legislative counsel opinion issued November 12, 1973. The opinion states that the disclosure provisions of section 3700 do not apply to school board members and that the optional or permissive provisions of section 3704 are applicable to school board members. Legislative counsel offers the additional opinion that the entire division 4.5 of Title 1 containing the full contents of SB 716 is of doubtful constitutionality. Because of the frequently expressed concern of school board members throughout the state, the Sacramento Report quotes verbatim and in full the question submitted to legislative counsel, the opinion of the legislative counsel and legislative counsel's analysis of his opinion. 1973.	accountability ethics school boards
CO	SB 28 Ch 49 Art 27	Enacting the campaign reform act of 1974 and making provisions for accurate accounting and reporting of campaign contributions and making an appropriation to the secretary of state for implementation thereof.	financial disclosure
FL	HB 2346 Ch 176	Establishes nine member commission on ethics with power to initiate, to receive and to investigate complaint of violation of code of ethics for public officers and employes.	ethics
FL	HB 3418	(Substitute) Provides standards of conduct for all public officers and employes prohibiting accepting of gifts, owning material interest in business doing business with agency of which officer or employe is employed, requiring public officers (all elected officials, school superintendent, district school board members, community college presidents and trustees, board of regents members of state universities, directors of division) except members of advisory boards with no authority to spend funds, to file annual statements disclosing sources of income by percentages. Makes intentional violation grounds for dismissal from employment, removal from office or removal from the ballot.	ethics financial disclosure
OH	SB 46	(Amended substitute) Revises Ohio campaign finance laws to: require all of a candidate's campaign finances to be handled through a single campaign committee; prohibit any person from spending more than $25 for a candidate without the candidate's permission; change the limitations on campaign spending for various elected offices (for board members, $250 or ten cents per pupil, whichever is greater); restrict the amount of cash contributions; regulate the price of political advertising charges for candidates; require the reporting of campaign receipts and expenditures before elections (except for candidates spending $1,000 or less); permit an employer to deduct political contributions from an employe's paycheck if requested by the employe; create the Ohio Elections Commission with power to investigate campaign finance complaints; and prohibit the granting of non-bid public contracts to certain campaign contributors.	financial disclosure

ACCOUNTABILITY

			Ethics
OK	SB 534	Campaign contributions act applies to school board elections. Requires reports of contributions from candidates or organizations; requires financial disclosures; violations of provisions of act are a misdemeanor, and final conviction of any provision could result in forfeiting office.	financial disclosure school boards
OR	HB 3304	This bill is for the: (1) establishment, implementation and enforcement of code of ethics for all public officials; and (2) requiring the filing of a statement of financial disclosure by certain public officials. Defined prohibited actions are: (1) use of official position or office to obtain financial gain other than salary; (2) to solicit or receive gifts or favors with $100 value from person known to have interest in any governmental agency; (3) to solicit or receive any pledge or promise of future employment based on understanding that public official's vote would be influenced; and (4) to further personal gain by use of confidential information gained by official position. School board member must announce in public nature of conflict before taking action. Superintendent must notify school board in writing of nature of conflict and request board to dispose of matter. Creates Oregon Governmental Ethics Commission. Seven members, three appointed by governor and one each by majority and minority parties of legislature. It has powers to investigate violations and issue advisory opinions at request of any public official regarding whether or not an action constitutes conflict of interest. Commission also to have enforcement powers. Can give penalties up to $1,000 plus require forfeiture by a public official of twice the amount of financial benefit to the public official or any other person. Requires certain state level public officials to file a statement of economic interest which includes specified information. Allows a local option so that by resolution of the governing board, school districts may require its public school officials to file a verified statement of economic interest.	ethics financial disclosure
SD	HB 785 Sec 13-34	Adds a new section prohibiting a school officer or employe from interest in sale, proceeds or profit of books, apparatus or furniture used in schools of this state; provides misdemeanor clause.	personnel ethics
SD	HB 828 Ch 121	Provides for disclosure of close economic interest by certain candidates; value of such interest need not by reported; includes school board member in districts with 2,000 students or more; defined as ten per cent, if greater than $2,000 of total income of the family; file statement with county auditor within 15 days after filing nominating petitions; violation a misdemeanor punishable by fine of $2,500 or 30 days in jail.	school boards financial disclosure
WA	SB 3003	Makes it a felony to use voter registration information for advertising or solicitation mailing purposes. Imposes a fine and/or prison sentence for violators.	ethics

ACCOUNTABILITY

WI	SB 5 Ch 334	Establishes a uniform system of reporting campaign receipts, payments and debts incurred by all candidates for congressional, state or local office. It also regulates other politically active groups and individuals. All campaign committees, voluntary committees and other politically active groups and individuals must register with appropriate filing officers and continue to file statements as long as they conduct activities to any significant extent. 1973 special session.

Ethics

school boards
financial
disclosure

STATE ORGANIZATION AND POLICY

General

AL PROJECT — department of education evaluation

In 1971 the state department of education spent several months in a process of reorganizing the department. The American Management Association served as advisor. The directors of the five divisions agreed to commit the services of their specialists to work on teams and the team approach service was set as a top priority. During the intervening time and until May 1, 1974, the project was evaluated, altered and consulting teams scheduled for each school year. As the project grew, an assistant coordinator and two professional development specialists were assigned to the project. Contact: J. C. Blair, Director, Division of Instruction, State Department of Education.

AK HB 180 Ch 78 — planning postsecondary finance community colleges vocational

(Amended substitute) Creates 13 member commission on postsecondary education including five public members appointed by the governor subject to legislative confirmation, two legislators and six individuals representing agencies and institutions concerned with postsecondary education. Conforms to requirements of and qualifies state for federal grants for postsecondary educational planning, particularly for vocational education and for community college programs under the education amendments of 1972 (PL 92-317). The commission will act in an advisory capacity to the governing bodies of both the University of Alaska and the two private institutions of higher education in the state as well as to the governor and the legislature by coordinating the development of postsecondary educational planning in the state, reviewing the functions and purposes of both the public and private colleges and universities, including a review of the annual budgets and capital outlay programs of each and overseeing the ongoing higher education consortia organized in Anchorage and Sitka. Transfers to the commission the administration of postsecondary education programs now scattered throughout a number of state agencies, including: the student financial aid program (scholarship loans and tuition grants) by serving ex-officio as the student financial committee, the regulation of postsecondary, degree granting educational institutions (the state anti-diploma mill law) and the state's participation in the Western Regional Higher Education Compact (WICHE); the commission also will serve as the state agency for several federally funded higher education programs (e.g., higher education facilities act) and is charged with resolving any disputes that exist or arise under the higher education consortia or other cooperative agreements between institutions of public and private higher education in the state. Requires the development of a comprehensive statewide plan for coordinated postsecondary education, establishment of a statewide advisory council on community colleges; designates the commission to serve as a data collection center for information concerning higher education costs, student enrollments and other related statistics. The commission may appoint an executive officer and staff; however, the commission and its staff are located in the department of education for administrative support services only, are independent of the department and not subject to the direction either of the commissioner of education

STATE ORGANIZATION AND POLICY		General
AK HB 180	(Continued) or the state board of education; stipulates that authority for operation and management of the statewide university system remains with the University of Alaska's Board of Regents and for other postsecondary educational programs, with the governing boards of the private nonprofit or proprietary institutions in the state. Effective date July 1, 1974. Amendments include the following: The university may enter into a cooperative agreement with an agency of the federal government, a school district or municipality for the establishment, operation and maintenance of public postsecondary and continuing educational programs in community colleges, extension centers or by other means. A community college may be established by the board of regents. Establishes criteria for creation of community colleges and extension centers and requires a feasibility study of practical need before it is established. Extension center is authorized as alternative to community college where community college not needed. State responsible for funding, but community college may also be funded by school district, municipality or federal agency. Requires university to prepare complete program budget for each community college showing all sources of revenue. All funds administered by board of regents. President will assign executive vice president to be liaison with community college or extension centers working through the regional administrators. The president is responsible for all appointments. Graduate courses may be offered through the community college by the university. A community advisory council for each community college consisting of seven-15 members is created. Term of office for members is three years and no member can serve more than two consecutive terms. The board of regents shall appoint members. The council acts in advisory capacity to administrator of community college or extension center and serves as a communications link between the community served by the college and the University of Alaska. Also review budget for community college and make recommendations relating to operation and management of community college.	
AK HB 849 Ch 139	(Amended substitute) Authorizes issuance of a pub license for sale of beer and wine on campuses of universities, colleges or community colleges in the state. Permits only one such license to be issued per campus, subject to other provisions of alcoholic beverage code and administrative regulations governing control and sale of alcoholic beverages in the state. Annual fee is $300. Limits licensure to those colleges and universities accredited by Northwest Association of Secondary and Higher Schools, but the accreditation of the University of Alaska is not applicable to the community colleges of the university not separately accredited by the Northwest Association.	licensing alcohol
AK STUDY	The interim committee on higher education of the Alaska Legislative Counsel will conduct its continuing review of higher education programs and policies during 1974 between session interim period. The committee will: (1) continue discussion of the revision of the community college act (HB 541, 1974);	postsecondary tuition planning community colleges

STATE ORGANIZATION AND POLICY			General
AK	STUDY	(Continued) (2) conduct hearings on the proposed revision of regulations of postsecondary educational institutions (HB 836), based on the Education Commission of the States model; (3) conduct hearings on the student fee structure and the administrative structure of the University of Alaska; and (4) conduct hearings on the proposed criminal justice center at the University of Alaska, Anchorage and the proposed schools of fisheries and forestry in southeastern Alaska (University of Alaska). Contact: Mildred H. Banfield, Chairman, Legislative Interim Committee on Higher Education, 320 Whittier St., Juneau, Alaska. 99801; Armen Sarafian, Consultant, President, Pasadena City College, 1570 E. Colorado Blvd., Pasadena, Calif. 91106.	
AZ	Referendum	Removes from the constitution the requirement that recall elections be ordered to be held not less than 20 nor more than 30 days after order for election is given, leaving the deadline for recall elections to be prescribed by statute.	elections recall
CA	AB 770 Ch 1187	Eliminates coordinating council for higher education, creates postsecondary education commission to assume education planning and coordinating functions.	planning postsecondary
CA	AB 3011 Ch 921	Joint committee on postsecondary education. Establishes delineation of functions for segments of higher education; declares legislative intend that a continuous planning process be used rather than the fixed master plan approach for development of public postsecondary education. Prescribes standards to govern intersegmental cooperation.	planning postsecondary
CA	ACA 86 Ch 92	Grants constitutional recognition to the postsecondary education commission and delegates to the legislature responsibility for determining membership, functions and powers.	general governance postsecondary
CA	ACA 88 Ch 49	Joint committee on the master plan for higher education. President Pro Tempore is an ex-officio member of any state agency created by the legislature to govern the state university and colleges.	planning postsecondary
CA	ACR 149 Ch 140	Expresses legislative intend regarding statewide goals for public postsecondary education during the next decade.	goals postsecondary
CA	ACR 153 Ch 157	Declares legislative intent that regional planning shall have high priority in the use of federal grants for comprehensive statewide planning.	regionalism grants planning
CA	ACR 159 Ch 213	Directs postsecondary education commission to study and submit plans for: (1) establishing postsecondary education counseling centers; (2) establishing regional postsecondary education councils; and (3) administering a fund to support innovation.	guidance regional postsecondary
CA	STUDY	In July, 1974 superintendent of public instruction, Wilson Riles appointed a commission to propose changes in intermediate and secondary schools. He has made the revitalization of these schools a major priority. He has committed the resources of the department to accomplish the following: determining, with the help of educators and the public, the most	planning goals state board of education accountability

STATE ORGANIZATION AND POLICY			General
CA	STUDY	(Continued) desirable outcomes of intermediate and secondary education; embody this information in a formal report to be approved by the state board; prepare an appropriate plan of action to implement in schools the proposals contained; obtain approval and support of the state board and educators; seek legislation necessary for implementation of changes; and facilitate efforts by local educational agencies to implement these changes. The task of preparing the formal report has been assigned to the 36-member commission for the reform of intermediate and secondary education (RISE). The state department of education will facilitate the work of the commission. RISE will be responsible for developing a plan to implement the ideas contained in the commission's report to lead to improved school programs. Contact: Rex C. Fortune, Jr., Associate Superintendent, Secondary Education, State Department of Education.	
CO	HJR 1027	Directed the committee to undertake a study of election laws. The resolution suggested the advisability of clarifying the relationship between the general election laws and the statutes governing school elections.	elections general school boards
CO	STUDY	The committee on education, in its second year of a two year study, recommended two bills relating to a revision of the school election laws (Bills 11 and 12) and a bill to provide aid to private higher education (Bill 13). The committee endorsed the action of the committee on state and local finance in bringing before the general assembly four bills relating to school finance. Legislation is submitted, without recommendation, relative to a revision of the teacher certification statutes (Bill 14). The committee concluded that legislation is not necessary in the area of faculty dismissals and reductions in force at institutions of higher education. The committee also reviewed several other subjects, but submits to recommendations for legislation on these topics: (1) data needs assessment project of the state department of education; (2) bilingual and reading needs study, directed in SJR 20; (3) special education; (4) boards of cooperative services; (5) high school activities association; (6) local district junior colleges; (7) Colorado Educational Resource Inventory System (CERIS); (8) health education; and (9) collective negotiations. Contact: Joyce Emerson, Senior Research Analyst, Legislative Council.	elections
CT	HB 5636 PA 127	Concerning the use of words importing the feminine gender. Words importing the masculine gender may be applied to females and words importing the feminine gender may be applied to males.	women
CT	HB 5700 PA 80	Concerning deprivation of right on account of sex, to prohibit the deprivation of rights on the basis of sex.	discrimination women
CT	SB 378 PA 196	An act concerning a board of trustees for the state technical colleges.	postsecondary vocational board of education

STATE ORGANIZATION AND POLICY			General
CT	SB 421 PA 173	Requiring the commission for higher education to provide justification to the general assembly before any new higher education institution is established, to implement a recommendation of the master plan for higher education.	planning postsecondary
CT	SJR 36	Resolution of acceptance of the master plan for higher education.	planning postsecondary
FL	HB 3942 Ch 304	Authorizes board of regents to own and administer trademarks, copyrights and patents developed by universities. The board's proceeds are to go into the permanent sponsored research fund. Any action taken by the board in securing or exploiting such trademarks, patents or copyrights shall be reported in writing by the board's secretary to the trustees of the internal improvement trust fund within 30 days.	copyrights postsecondary
FL	SB 1068 Ch 263	Authorizes a division of administrative services within department of education to administer central services for other divisions to promote more efficient operation. The commissioner is also authorized to suspend the requirement of written reports for the period July 1, 1974 until June 30, 1975 from schools or agencies.	management department of education
FL	PROJECT	Development of a systemwide research management and communication system. Contact: Bruce Mitchell, Coordinator of Special Studies, Board of Regents, 107 W. Gaines St., Tallahassee, Fla.	management state board of education
FL	PROJECT	Coordination of Florida involvement in the southern regional education board (SREB) academic common market. Contact: Edward Silbert, Director, Social Sciences, Business and Law, Department of Education.	regional postsecondary
FL	PROJECT	Initiation and implementation of systemwide program control of graduate and undergraduate programs in the state university system. Contact: Allan Tucker, Vice Chancellor for Academic Affairs, Board of Regents, 107 W. Gaines St., Tallahassee, Fla.	curriculum postsecondary
GA	ACTIVITY	Governance of the profession. Build understanding through conferences, publications and the work of a task force. Interpret status of the structure which now exists and seek recommendations for improving the present organization of governance. Contact: Lilla L. Carlton, Director, Professional Development, Georgia Association of Educators, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	structure
ID	HB 512 Ch 6	Relates to the election and qualifications of the state superintendent of public instruction to provide for the election of the superintendent in 1974 and every four years thereafter and by striking the requirement that the superintendent hold a valid life or state life teaching certificate and inserting therefore the requirement that the superintendent hold a valid Idaho administrator's certificate and declaring an emergency.	elections chief state school officer certification
ID	SB 1293 Ch 1	The superintendent of public instruction shall be an ex-officio voting member of the board and shall serve as executive secretary to the board in all matters pertaining to elementary and secondary	chief state school officer state board of education vocational

STATE ORGANIZATION AND POLICY			General
ID	SB 1293 Ch 1	(Continued) education. The state board may appoint an executive officer who shall have those powers and duties assigned by the board. The board may appoint additional administrators to whom, with the executive secretary and executive officer, it may delegate such powers as it deems necessary to implement its policies, decision and directives. The superintendent of public instruction may serve in both capacities as executive secretary and executive officer. The state board of education will organize its executive department utilizing the recommendations of its executive officers. The present officers of directors of vocational education and vocational rehabilitation shall be known as administrators and shall continue to be appointed by the board. Those agencies and institutions under the governance of the state board of education shall continue to be maintained under the board. The executive secretary to the board and the administrator of vocational education will be required to coordinate vocational education programs.	
ID	SB 1339 Art 4 Sec 20	Provides for the structure, conduct and reorganization of the departments of state government; enumerates those departments so established; provides for appointment of department heads and their general powers and duties; authorizes each department to prescribe administrative rules and regulations, establish branch offices, employ necessary employes, cooperative with other departments, etc. Elimination of the general authority to create advisory councils and establish rules and regulations concerning such advisory councils.	administrative general governance
IN	HB 1170 PL 89	The state superintendent to be selected in November, 1976 shall be elected for a four year term and an election shall be held each four years thereafter. The elected superintendent shall begin his term of office on the second Monday in January following election.	chief state school officer election
IN	STUDY	The state department of public instruction has established eight committees to review and evaluate the existing rules of the general commission of the state board of education. This evaluation could result in changes in the existing rules. Contact: Arnold Spilly, Associate Superintendent, Department of Public Instruction.	board of education evaluation
IN	STUDY	Recommendations of postsecondary education study committee. The postsecondary education study committee, as a part of its final report, recommends the following actions: (1) that the commission for higher education submit an annual state of higher education report to the governor and to the general assembly immediately prior to each legislative session; (2) that the commission for higher education inform bi-monthly the general assembly of actions taken by the commission; (3) that the public postsecondary institutions with the help and advice of the commission for higher education continue to develop a uniform budget system, for both revenues and expenditures, establishing a standardized functional format for reporting; (4) that the legislative council contract with the commission for higher education to develop a state plan for	policy postsecondary

STATE ORGANIZATION AND POLICY

General

IN STUDY	(Continued) higher education that clearly reveals any anticipated changes in governance; (5) that institutions of postsecondary education review with the help and advice of the commission for higher education any extension center, off-campus course or program to resolve any possible duplication of effort or unnecessary competition between the institutions; (6) that vocational technical college review its administrative structure in an effort to consolidate its regional organization; (7) that the area vocational schools review their curricula to eliminate any possible programs that might extend beyond their jurisdiction.	
KS HB 1626	Abolishes the state school fund commission and transfers its remaining powers, functions and duties to the state board of education. Provides that a board of education may make application to the state board on its own motion for additional bonding authority. The state board must hold hearings on each application. If approved, the state board will notify the county election officer to authorize the holding of an election.	finance state board of education bonds
KS HB 2021	Permits the state board of education to contract with any stage agency or institution, board of trustees of a community junior college, school district board of education or governing authority of any nonpublic school to provide computerized information search services. The state board is authorized to establish an appropriate fee schedule for providing such services. Receipts to the state board from contracts and available federal funds are to be deposited monthly in the state treasury and credited to the information search services fee fund.	information system computers board of education
KS SB 366	Adds a statutory division of services to children and youth within the department of social and rehabilitation services to the three divisions created by a 1973 executive order. The new division is to be under the administrative direction of a director appointed by the secretary of social and rehabilitation services with the consent of the senate. The division director is to be in the unclassified service under the Kansas Civil Service Act. Also provides for an advisory committee to be composed of the director of services to children and youth, the director of health, the commissioner of education, the director of social services, the director of mental health and retardation services, the director of vocational rehabilitation, the executive director of the governor's committee on criminal administration, the commissioner of labor and two members of the senate and three members of the house of representatives.	structure
KS SCR 122 Art 6 Sec 2	Relates to the powers of the state board of education: (1) makes it clear the legislature has the power to prescribe and limit the power of the state board of education; and (2) includes a provision that community junior colleges are to be operated, supervised and controlled as provided by law. The change proposed under (1) above resulted from the Kansas v. Board of Education of United School District 398, the Peabody case, wherein it was	board of education community colleges

STATE ORGANIZATION AND POLICY			General
KS	SCR 122 Art 6 Sec 2	(Continued) stated that a portion of the constitutional provision is self-executing and requires no supplementary legislation to make it effective. The proposed amendment is designed for the purpose of insuring that the state board of education will have only those powers conferred on it by statute. Failed in August referendum.	
KY	HB 53	Deletes statutory race references.	discrimination minorities
KY	STUDY	Governance of education. Contact: John Alexander, Legislative Research Commission.	general governance
LA	HB 1 Act 2	To provide the procedure by which members of the state board of education shall exercise their option to elect membership on the state board of elementary and secondary education or the board of trustees for the state colleges and universities; to provide for notice to the secretary of state and the governor of the initial members to be elected and appointed, respectively, and otherwise to provide with respect thereto. (Extraordinary session)	board of education postsecondary elections
LA	HB 2 Act 3	Creates and provides for the state board of elementary and secondary education, including provision for the number of members thereof, for the selection and terms of office provisions for the filling of vacancies thereon, for the domicile, officers and quorum of the board; provisions for the adoption of rules for the transaction of business by the board and the maintenance of records thereof; provisions for the meetings of the board, relative to powers, duties and functions, to provide that the state board of education created by section four of article XII of the constitution shall continue its operations under the jurisdiction of the state board of elementary and secondary education until the first meeting of the state board of elementary and secondary education is held to provide for the filling of vacancies on the state board. (Extraordinary session)	board of education elections structure
LA	HB 3 Act 4	Creates and provides for the board of trustees for state colleges and universities including provisions for the number of members, selection and terms of office of members, including initial members; provisions for the filling of vacancies for the domicile, officers and quorum of the board; provisions for adoption of rules relative to the powers, duties and functions of the board; to provide that the state board of education shall continue its operations which pertain to state colleges and universities until the first meeting of the board of trustees for state colleges and universities is held; to provide for the filling of vacancies on the state board of education, to provide for the transfer to the board of certain obligations, funds, books, papers, records and property of the state board of education. (Extraordinary Session)	postsecondary elections structure
LA	HB 4 Act 5	Creates and provides for the board of supervisors of Louisiana State University and Agricultural and Mechanical College, including provision for number of members, selection and terms of office of members,	postsecondary vocational elections structure

STATE ORGANIZATION AND POLICY — General

LA	HB 4 Act 5	(Continued) including initial members, the filling of vacancies; relative to powers, duties and functions; to provide that the board of supervisors of Louisiana State University and Agricultural and Mechanical College shall continue in operation until the first meeting of the board created herein. (Extraordinary Session)	
LA	HB 5 Act 6	Creates the board of supervisors of Southern University and Agricultural and Mechanical College, including provisions for numbers of members for selection and terms of office of members including initial members; provisions for the filling of vacancies, provisions for the adoption of rules, provisions for the meetings, to provide that the state board of education shall continue its operations which pertain to Southern University until the first meeting of the board of supervisors of Southern University and Agricultural and Mechanical College is held; to provide for the filling of vacancies on the state board of education to provide for the transfer to the board of certain obligations, funds, books, papers, records and property of the state board of education. (Extraordinary Session)	postsecondary vocational elections structure
LA	HB 6 Act 7	Creates and provides for the board of regents, including provisions for number of members and selection and terms of office of initial and subsequent members, filling of vacancies and the majority required to transact business provisions for the adoption of rules for the transaction of business, maintenance of records, meetings of the board; to provide that the coordinating council for higher education shall continue its operations until the first meeting of the board of regents; to provide for the transfer to the board of the obligations, funds, books, papers, records, property and employes of the coordinating council for higher education. (Extraordinary Session)	postsecondary elections structure
LA	HCR 214	Urges the exclusion of school administrative personnel, counselor and librarian in computing teacher-pupil ratio.	finance personnel
LA	SCR 20	To urge and request the governor, in making appointments to the state board of elementary and secondary education, to appoint persons from different geographical areas of the state. (Extraordinary session)	state board of education personnel
LA	SCR 20	Directs coordinating council for higher education to develop uniform statewide policy for credit transfers at colleges and universities.	postsecondary credit transfer
LA	PROJECT	The simplification of credit transfer among the colleges and universities in the state. Contact: Sharon Beard, Assistant to the Executive Director, Louisiana Coordinating Council for Higher Education, Baton Rouge, La.	credit transfer postsecondary
ME	LD 2549 Ch 757	An act granting energy emergency powers to the governor.	energy
ME	LD 2574 Ch 748	Offers alternative arrangements for funding for students living on federal establishments. Whenever a unit, under special arrangement with the federal	finance

STATE ORGANIZATION AND POLICY			General
ME	LD 2574 Ch 748	(Continued) government, elects to educate pupils who reside on land under control of the federal government and that unit has raised the amount allowable under this title for school purposes and still has insufficient funds to operate its schools, that unit may apply to the state board of education for a subsidy adjustment. The state board of education shall adjust the aid to the unit provided that such an adjustment when combined with federal dollars does not exceed the per pupil allocation computed for the resident pupils of that school unit. Such an adjustment shall be made only after justification has been submitted to the board.	
MD	HB 161 Ch 23	Designates the Maryland Council for Higher Education to be the state postsecondary education commission for certain purposes. (1202 commission)	postsecondary 1202 commission
MD	HB 491 Ch 728	Include student member of board of regents of the University of Maryland.	postsecondary student representation
MA	Ch 92	Establishing an election procedure committee for the election of student advisory committees. The commissioner will now appoint an election procedure committee to establish procedures for the election of members to student advisory committees in secondary schools.	elections student representation
MA	Ch 107	Further regulates the election of the chairman of the student advisory council to the board of education. This legislation changes from May to June the date of the election of the chairman of the student advisory council to the board of education.	elections student representation board of education
MI	HB 4955 PA 19	Authorized the higher education assistance authority to promulgate rules to implement act. Previously promulgated rules were subject to the approval of the state administrative board. Authorizes the authority to enter into contracts with eligible lending institutions or with public or private postsecondary educational institutions to provide for the administration of any loan or guarantee of a loan. Section 11 is added to ratify and confirm all guarantees of student loans made prior to the effective date of this act.	postsecondary financial aid students
MN	HF 2876 Ch 147	Adds to the state college board a student or recent graduate member to serve for a two year term.	postsecondary student representation
MN	SF 1530 Ch 561	States policy that public education shall be free. Authorizes school boards to charge fees in specific areas of voluntary and extracurricular activity. Prohibits school boards from charging fees in specific areas of required activity. Requires school boards to hold a public hearing and notify the state board of education before the initiation of a fee not specifically authorized or prohibited in the act. Permits the state board of education to disapprove of proposed new fees and to specify further authorized and permitted fees.	school board activities fees
MS	STUDY	Governor's study commission for public education. Study group makes recommendations for improving public schools. Contact: Governor's Office, State Capital, Jackson, Miss. 39205.	general governance

STATE ORGANIZATION AND POLICY			General
MO	SB 1	An act to reorganize the executive branch of state government by creating 13 departments and an office of administration. The new department of elementary and secondary education would have practically the same powers and duties as the state department of education now has except the junior college responsibilities would be vested in the new department of higher education and the surplus property section would be transferred to the office of administration.	structure postsecondary
MT	HB 77 Sec 82A-104	Changes the department of education to the state board of education; reestablishes the governance authority for the state historical society, the arts council and the state library commission and provides for their relationship to the state board of education.	state board of education structure
MT	HB 764 Sec 75-9001	Sets up a postsecondary education board to cooperate with the federal government in the establishment and administration of higher education under title I of the 1963 federal higher education facilities act and title I and VI of the federal higher education act of 1965.	postsecondary state board facilities
NB	LB 323	Constitutional amendment to provide for non-voting membership on the University of Nebraska Board of Regents of one student from each of the three major campuses. Constitution was so changed by vote of the electorate.	postsecondary student representation
NJ	A 1518 Ch 87	Designates the division on women act of 1974; establishes a division on women in the department of community affairs.	women
NJ	A 1637 Ch 89	Permits county freeholders to create a community college commission which can contract for educational programs from existing colleges.	contracts community colleges
NJ	PROJECT	Consortium of state education agencies for educational technology. An experimental effort to establish an agency for: (1) the sharing of existing resources in educational technology among state education agencies; (2) the identification of educational technology priorities of mutual concern to member states; (3) the cooperative development of mutually needed educational technology based programs and products; and (4) the development of policies and procedures for implementation of educational technology. Member state education agencies include: New Jersey, New York, Pennsylvania, Massachusetts, Maryland and North Carolina. Contact: James J. Miller, Director, Bureau of Instructional Technology, State Department of Education.	technology
NC	SB 1198 Ch 1113	Repeals statutory requirement for a continued school census.	school census
NY	A 8433 Ch 19	Regents shall be elected for terms of seven years.	postsecondary elections
OH	HJR 11	Ratifies the proposed amendment to the U. S. Constitution extending equal rights to all persons regardless of sex.	discrimination women

STATE ORGANIZATION AND POLICY		General
OR PROJECT	The state department of education in cooperation with the community colleges adopted a plan and a series of agreements between the division of continuing education and Oregon State University Cooperative Extension on division of responsibilities, thereby avoiding unnecessary duplication of efforts. Final adoption should be completed by December, 1974. Contact: W. G. Loomis, Director, Community College Programs, State Department of Education.	community colleges administrative
PA H 2292 Act 282	Creates a temporary state commission to study the fiscal needs of cultural institutions in the commonwealth and to make recommendations relating thereto.	cultural institutions
PA ACTIVITY	Revision of public school code of 1949 by the department of education, currently in progress. Will involve some shifting of responsibility among the secretary of education, the department, local school districts, parents and pupils. Contact: John Pittenger, Secretary of Education, 317 Education Building, Harrisburg, Pa.	general governance education code
PA STUDY	Student advisory board. This is the third year for the student advisory board created by the secretary of education. The student advisory board tries to improve communications between schools, administrators and students. Each public and non-public high school selects two representatives to each of 29 intermediate units (IU) student forums. Delegates at each IU forum select one or more representatives to serve on the board. Also, five discretionary appointments are reserved to assure proper representation. The board chooses and studies topics with department of education advisors and in May submits written recommendations to the secretary of education and his staff. Contact: Leann Miller, Basic Education Associate, Bureau of Planning and Evaluation, Department of Education.	state department of education student representation
PA STUDY	Penn-Jersey project. The project is forming an educational common market, Penn-Jersey, to promote cooperation between higher education institutions in Pennsylvania and those in New Jersey. The Pennsylvania Department of Education and Thomas A. Edison College of New Jersey are jointly developing the common market. In addition to reciprocal admissions and credentialing agreements, the program is planning a network of educational centers serving both states and providing testing, counseling and referral services; a public information program for use in both states and a joint program of student assessment and evaluation. Contact: Michael Kelly, Program Director, Penn-Jersey Project, Office of Special Programs, Department of Education.	interstate cooperation postsecondary
PA STUDY	Community college vocational program report. For the sixth consecutive year, the division of two year programs, the office of higher education has compiled the directory listing curriculums offered in the community colleges. This year's directory is more comprehensive than any previous edition. A section on enrollments and enrollment trends indicates the progress in this area since 1964, when the first college was established. A breakdown of occupational and transfer enrollments at each	information survey curriculum community colleges

STATE ORGANIZATION AND POLICY			General
PA	STUDY	(Continued) institution as well as the total statewide enrollments both full time and part time are presented. Information as to current tuition and fee structures and college sponsorship is also included. The greater portion of the survey, however, is a college by college listing of every program offered with the enrollment and the size of the last graduating class indicated. Contact: Robert Sheppard, Higher Education Associate, Department of Education.	
PA	STUDY	Report of the citizens commission on basic education. Making recommendations concerning curriculum; organization for instruction; staffing; management; governance; supportive services and finance. Issued November, 1973. Contact: The Bureau of Publications, Department of Education.	board of education general governance
RI	H 7047	Energy crisis legislation. Giving the governor emergency powers until January 1, 1976 to take steps to meet problems of the energy crisis.	energy
RI	STUDY	Inter-institutional integration. This study is focused principally on postsecondary education. Areas being reviewed include educational programs, faculty/staff relationship and policies such as student admissions and credit transfer policies. Contact: Arthur R. Pontarelli, Acting Commissioner of Education, Department of Education.	postsecondary policies
SC	H 2477 Act 1288	An amendment to 1948 act which binds South Carolina to the compact entered into by the southern states for jointly owning and operating regional educational institutions so as to authorize South Carolina to participate in the academic common market being proposed by the Southern Regional Education Board.	interstate cooperation
SC	S 763 R 1080 Act 1287	To designate the commission of higher education as the state commission to administer certain federal programs heretofore administered by the state budget and control board and to repeal act 1091 of 1964, authorizing the state budget and control board to administer certain federal programs.	postsecondary finance
SD	HB 793	Appropriates a sum for a task force to conduct research and provide an educational program under the guidance of the governor's commission on the status of women concerning the needs and potential of women.	discrimination women
SD	HCR 517	Cites legislative interest in, and the necessity for, a detailed study of the feasibility of transferring to, and dividing the supervision and control of, vocational-technical education programs between the state board of education and the board of regents and requesting the state legislative research council to conduct such a study and make a report to the legislature.	vocational state board of education postsecondary
TN	Ch 434	Allows higher education commission to enter the state in an academic common market under the Southern Regional Education Board, effective when adopted by five Southern Regional Education Board member states.	interstate cooperation

STATE ORGANIZATION AND POLICY			General
TN	Ch 574	Adds student member to University of Tennessee Board of Trustees.	postsecondary student representation
TN	STUDY	The legislative council's study on the governance of education, authorized by HJR 205 in 1972, was given an extension by HJR 501 for completion by February 1975. The study is to recommend whether to maintain the present boards, to better coordinate the present boards or to have a single board, to govern the state's total educational program and to clearly define the authority, duty and relationship of each board or agency. Contact: Margaret Pouder, Research Analyst, Legislative Council Committee.	board of education structure
TX	ACTIVITY	Texas voters in November, 1972 authorized the 181 members of the legislature to convene at the state capitol on January 8, 1974 as a constitutional convention, to write a new Texas Constitution. A 37 member Constitutional Revision Commission (CRC) last November 1 completed work on a tenative draft of a new constitution and presented this document for convention delegates to use as a starting point. The CRC draft streamlines the present constitution from 55,000 words and 17 articles to a proposed new version of 11,000 words and 11 articles.	state constitution
TX	STUDY	Requirements of postsecondary education to 1980 for faculties, buildings, staff, programs, facilities and other factors affecting growth and development. Study at request of senate of 63rd legislature through SR 209, to be made by coordinating board, college and university system or report to 64th legislature. Contact: Bevington Reed, Commissioner, Coordinating Board, 11th Floor, LBJ State Office Building, Austin, Tex. 78711.	postsecondary
TX	STUDY	Study directed toward complete reorganization and modernization of state agencies administering education and to include review of systems of supervising and funding public education in other states and foreign countries (HSR 97, 63rd legislature). Membership of 24, including 12 members of house and 12 members of public appointed by governor. Report to legislature. Contact: Camilla Bordie, Legislative Council.	general governance finance structure
UT	SB 39	Changing the name of the state board of higher education to the state board of regents.	postsecondary
VT	STUDY	Legislative review to study and make recommendations on any and all changes needed in the education laws. Contact: Stephan Brandwene, State Department of Education.	education code
VA	SB 121 Ch 544	The general assembly adopted its commission on higher education's recommendations to increase the responsibilities of the state council of higher education and to retain the council as a coordinating board. The council's responsibilities under the new statute include, among others: presenting educational plans biennially to the general assembly; reviewing and approving or disapproving: (1) institutional proposals for changes in mission statements; (2) institutional enrollments projections for budgetary and fiscal planning purposes;	postsecondary structure

STATE ORGANIZATION AND POLICY

General

VA SB 121
Ch. 544

(Continued) (3) new academic programs proposed by institutions; (4) establishment of any department, school, college, branch, division or extension of any public institution; (5) proposed changes in the institutional inventory of educational and general space; (6) discontinuing existing non-productive academic programs; (7) developing a comprehensive data system and uniform standards and systems of accounting; (8) providing advisory services to private colleges; (9) developing formulae and guidelines for budgetary purposes; and (10) reviewing institutional budget requests to make recommendations to the governor and general assembly. These budget responsibilities include ones in which the council was not previously charged with duties and ones in which former responsibilities have been broadened. The statute explicitly states the long standing fact that faculty selection and student admission policies are a function of the individual institutions. In the areas of changes in institutional mission statements, discontinuance of existing non-productive academic programs and proposed institutional changes in space inventory of educational and general facilities, the council's actions become effective 30 days after the adjournment of the next scheduled session of the general assembly.

standards of quality constitution

VA SB 122

Pursuant to requirements of the revised state constitution, standards of quality for public schools first became effective on July 1, 1972. Standards for 1974-76 were enacted by the general assembly as follows: (1) each school division shall employ with state basic and local funds at least 48 professional instructional personnel for each 1,000 students in average daily membership; (2) each school division shall provide a program of special education for handicapped children that is acceptable to the board of education and a program designed to enrich the educational experiences of gifted and talented children; (3) each school division shall provide vocational education or make progress acceptable to the board of education toward achieving the plan submitted to the board of education on June 30, 1973; (4) each school division shall provide a supplementary program in reading and mathematics skills development for low achieving students in grades K-6 acceptable to the board of education; (5) each school division shall provide kindergarten education for all eligible children whose parents wish them enrolled or be prepared to offer this program by September, 1976; (6) each school division shall develop by July 1 of the ensuing school year an acceptable plan to meet accrediting standards for any school that is unaccredited or accredited with a warning by the board of education; (7) each school division shall involve the staff and community in revising and extending annually the five year school improvement plan to be submitted to and approved by the board of education on July 1, 1974. This plan shall include: (a) the objectives of the school division stated in terms of student performance; (b) an assessment of the extent to which the objectives are being achieved, including follow-up studies of former students; and (c) strategies for

STATE ORGANIZATION AND POLICY			General
VA	SB 122	(Continued) achieving the objectives of the school division, including an organized program for staff improvement; and (8) each school division shall maintain an up to date policy manual which shall include: (a) the grievance procedure prescribed by the board of education; (b) a system of communication between the local school board and its employes in order that views of all school employes may be received in an orderly and constructive manner in matters of concern to them; and (c) a cooperatively developed procedure for personnel evaluation.	
VA	SB 500 Ch 394	Creates commonwealth school division to be composed of correctional institutions, except those owned, maintained and operated by a political subdivision and juvenile institutions operated by the state board of welfare and institutions. Creates a rehabilitative school authority for the education of children in welfare and correctional institutions.	corrections
VA	SD 19	Senate document report of the general assembly commission on higher education.	postsecondary
WA	SB 2120	(Substitute) Directs the council on higher education to be the clearinghouse for technological education and to compile and distribute information supporting: (1) career guidance; (2) assistance in curriculum development; (3) coordination in long range technological planning; and (4) assistance to maximize federal and other grants for long range planning. The council for higher education is named as the coordinator for student exchanges in which states make formal agreements to share the costs of assisting students in one state to take advantage of high cost programs in other states not offered at home. The council is to develop state plans within the student exchange compact program of the Western Interstate Commission for Higher Education. The council shall periodically advise the governor and the legislature of the policy implications of the state's participation in the Western Interstate Commission for Higher Education.	postsecondary information system vocational interstate cooperation
WA	SB 3158	Transfers jurisdiction over blind student education financial assistance to the council on higher education.	postsecondary exceptional financial aid blind
WV	HB 668	Permits board of regents to contract for programs, services and facilities with private colleges and agencies within and outside West Virginia as a means of providing increased higher educational opportunities to the citizens at least cost to the state.	postsecondary nonpublic
WV	HB 827	Permits state board of education to contract for programs, services and facilities with private educational facilities and agencies to enable citizens at a minimal cost to the state to receive increased educational opportunities.	board of education nonpublic
WV	HB 941	Authorizes the board of regents to participate in reciprocal regional and interstate agreements which will provide expanded higher educational opportunities at minimal cost.	postsecondary interstate cooperation

STATE ORGANIZATION AND POLICY — General

WI	AB 300 Ch 90	This bill causes changes in the following areas: (1) state trust fund loans; (2) teacher retirement and social security payments; (3) county elementary aid; (4) tuition claims for handicapped children to include building charge; (5) state reimbursement of salaries for psychologists and social workers; (6) state aid to cooperative educational services agencies; (7) agency school committee expenses; (8) date for certifying the tax levy; (9) certification of tax levy to reflect changes in equalized valuation resulting from reorganization and annexation; (10) adjustment of tax levy by unified districts; (11) school district classification; (12) equalized valuation for aid computation; (13) cost to be shared in the general aid formula; (14) two levels of state support; (15) two levels of guaranteed valuations; (16) state aid payment to school districts; (17) payments by certain districts to the state; (18) transitional payments; (19) flat aids repealed; (20) summer school membership; (21) property tax relief and cost control for 1973-74; and (22) exemption from cost controls. The state budget provides for an increase in state general aids to school districts. Part of this increase is intended to provide for property tax relief. To insure that a portion of the additional state aid does result in property tax relief rather than be used to fund increased expenditures, a limit is imposed on the amount by which a school district may increase the 1973-74 shared cost over 1972-73.	general governance finance
WI	STUDY	Education committee (legislative council interim committee). The committee is responsible for studies conducted by the advisory committee on compulsory attendance and the advisory committee on certification and licensing of school personnel and will review the school aid formula. Contact: Bonnie Reese, Executive Secretary, Joint Legislative Council.	attendance certification foundation program
WY	HB 23A Ch 22	Provides certain powers to be given the governor to deal with the energy emergency; providing for enforcement of orders, proclamations and regulations issued by the governor; providing for appeal procedures; providing for severability; providing for an expiration date; providing for an expiration date for any orders, proclamations or regulations issued and providing an effective date.	energy
WY	SF 12	Relates to joint and cooperative projects among specified agencies, including school districts, permitting such projects through joint agreements; permitting joint powers boards to operate facilities; providing for financing of joint projects; authorizing the farm loan board to loan permanent land funds to individual agencies, agencies acting jointly and joint powers boards and providing an immediate effective date.	regional finance

STATE ORGANIZATION AND POLICY			Regulation of Nonpublic Schools
CA	AB 2917 Ch 1007	Rewrites the code sections on diploma mills or private postsecondary educational institutions. Makes a number of changes to strengthen council for consumer protection per recommendation of private postsecondary education institutions. Also increases license fees paid by several categories of schools.	postsecondary consumer protection
CA	AB 812	Relates to schools; to extend regulations to school of modeling. Modeling schools must now be licensed	licensing modeling schools
CA	SB 355 Ch 671	Requests postsecondary education commission to make a comprehensive study of private colleges and universities and to report thereon to the legislature on or before January 1, 1976.	postsecondary
FL	HB 2496 Ch 355	Requires all private vocational, trade, business schools and other types of training schools to purchase surety bond to indemnify loss to student of prepaid tuition if school closes, subject to regulations of department of education. Failure to submit evidence of surety will invalidate a license.	vocational trade business consumer protection
FL	ACTIVITY	A compilation of private postsecondary institutions approved by any of several agencies. Contact: Wayne Freeberg, Executive Director, State Board of Independent Colleges and Universities, State Department of Education.	postsecondary
FL	PROJECT	The state board of independent postsecondary vocational, technical, trade and business schools, created by the 1974 legislature, is being organized for licensing and regulating the private nonacademic sector of higher education. Licensing will begin January 1, 1975. Contact: Wayne Freeberg, Executive Director, State Board of Independent Colleges and Universities, State Department of Education.	postsecondary licensing vocational trade business
GA	SB 558 Act 1366	Amends the proprietary school act to resolve the provisions requiring the registration of a school's representatives and conforms the law accordingly.	registration
IN	HB 1261 PL 90	Increases the fine and imprisonment for violation of the private school accrediting law. New fine up to $5000 and imprisonment up to 10 years.	accreditation
LA	HB 1122	Removes the requirement of annual license renewal for proprietary schools.	licensing
MD	HB 1059 Ch 585	State aid provisions for nonpublic institutions of higher education.	state aid
MI	HB 4443 PA 75	Provides that the state board of education shall annually, upon application therefor, reimburse each approved nonpublic institution of higher education for earned degrees conferred upon residents during the prior fiscal year. Reimbursement shall be according to the following schedule: $200 for each earned associate degree; $400 for each earned bachelor's or master's degree; and the payment for a bachelor's degree shall be $200 if a prior payment of $200 was made for an associate degree earned by the same student. Defines Michigan resident as a person who was a resident of Michigan at the time of graduation from high school. Prohibits reimbursement for earned degrees in theology	state aid finance degrees postsecondary

STATE ORGANIZATION AND POLICY			Regulation of Nonpublic Schools
MI	HB 4443 PA 75	(Continued) of divinity. Provides that an institution shall not receive a payment greater than 15 per cent of its educational and general expenditures.	
MT	HB 749 Sec 75-9201	Regulates the establishment of certain postsecondary educational institutions. Any unit of the university system or any of the community colleges would be exempt from this act. The act provides a definition, sets up criteria under which it must operate, provides that the educational requirements are placed under the state superintendent of public instruction and provides for penalties. Applications for authorization must be made and cleared through the department of business regulation.	postsecondary accreditation
NH	HB 21	Prohibits the expenditure of public moneys in nonpublic schools unless said schools have program approval by the department of education.	nonpublic state aid
NH	STUDY	Nonpublic school study commission. This was initiated to study the relationship between the state department of education and the nonpublic schools throughout the state. Regulations relative to the operation of nonpublic schools, legislation where needed and a liaison committee made up of nonpublic school people, department of education people and other interested parties are some of the goals of the committee's work. Contact: Charles Marston, Department of Education.	nonpublic state department of education
NC	SJR 1485	Creates commission to study relationship between the public educational system and private schools.	nonpublic
PA	HB 757 Act 9	Exempts nonpublic schools from fuel use tax act.	nonpublic taxes
PA	STUDY	The role of Pennsylvania degree granting proprietary schools in postsecondary education is in a report prepared for the department of education and the council of higher education to suggest ways in which the two state agencies can more effectively relate to and utilize the degree granting proprietary segment. Report contains a short history of the segment, a review of the major literature both in and outside the state, an examination of the segment's unique problems and a series of recommendations for more effective coordination on a statewide level. Contact: Richard Dumaresq, Higher Education Associate, Office of Higher Education, Department of Education.	nonpublic postsecondary
SC	STUDY	Public control of private schools. Contact: James L. Graham, Chief Supervisor, Survey/Legal Section, Office of Research, 1202 Rutledge Building, Columbia S.C. 29201.	nonpublic public control
TN	HB 2244 SB 2156 Ch 781	Creates a commission on postsecondary vocational education with the power to authorize and regulate postsecondary vocational education institutions and agents thereof. It vests the higher education commission with the power to authorize and regulate degree granting postsecondary educational institutions and agents thereof. The law assigns powers	postsecondary vocational degrees consumer protection

STATE ORGANIZATION AND POLICY			Regulation of Nonpublic Schools
TN	HB 2244 SB 2156 Ch 781	(Continued) and duties to both commissions. Enforcement provisions and penalties for violation are included. The purpose of the law is to curb degree mills and fraudulent vocational schools. Exempt from the provisions of this law are all of the legitimate elementary, secondary and postsecondary institutions already in operation.	
VA	HB 147 Ch 40	Adopting a recommendation of the general assembly's commission on higher education, the assembly called upon the state council of higher education to form a private college advisory committee. The committee, to be broadly representative and composed of college and university representatives, along with such other members as the council may select, will assist the council in providing advisory services to the private college sector. The committee will meet at least twice a year and advise the council on matters such as joint activities between the public and private sector and on collection of educational data.	postsecondary
VA	HB 326	The general assembly approved the technical provisions necessary for submitting a proposed amendment to the constitution. The amendment will be presented to the voters in a referendum in November, 1974. It pertains to aid to nonpublic higher education.	nonpublic state aid
VA	HB 729 Ch 303	Transfers the responsibilities relating to the issuance of permits to private trade or technical, business and correspondence schools and school for the handicapped form the board of education to the department of education.	licensing state department of education trade technical business correspondence
WA	HB 1296 Ch 92	Provides that the superintendent of public instruction, after a review of statement submitted by the the private schools, must notify the school of deviations to be corrected. Major problem areas may be corrected over one year with the approval of the state board of education without loss of certification. Existing minimum criteria are expanded to include a 180 day school year, a basic school day and a policy statement on administration and operation of the school. Reaffirms limited rights of state board of education over private schools. Enumerates minimum requirements to be met by private schools to insure the health and safety of all students and to insure a sufficient basic education to meet usual graduation requirements.	certification

STATE ORGANIZATION AND POLICY			Accreditation
FL	PROJECT	Accreditation for community colleges. The Division of community colleges has developed a functional framework for accreditation of community colleges. The framework is intended to strengthen the orientation of the colleges to their respective communities. It identifies the ke, elements of the program planning budgeting system as the requirements to be met by the colleges. Hence the accreditation process centers on essential on-going activities of the college. Currently the proposed articulation framework is being reviewed by the community colleges and by the appropriate statewide councils. Contact: Myron Blee, Bureau of Program Support and Service, Division of Community Colleges, State Department of Education.	community colleges PPBS
KY	STUDY	Revision of the state plan for accrediting the elementary schools and revision of the plan for secondary schools. These two plans (standards) are being studied, analyzed and recommendations made by an advisory council of approximately 30 persons for each plan. The two advisory councils consists of school administrators, supervisors, consultants and teachers. Contact: D. C. Anderson, Director, Division of Supervision, Accreditation and Organization, State Department of Education.	accreditation
MT	HB 918 Sec 75-6601	Provides for a middle school comprising sixth, seventh and eighth grades that has been accredited under section 75-7502. Also allows the sixth grade to be budgeted under the elementary and the seventh and eighth grades to be budgeted for under the high school schedules when the school has been approved and accredited.	middle schools
MT	HR 83	Requests the legislative council to conduct a study of the rising costs of education, most particularly school administration costs and what effect the state's accreditation standards have on such rising costs.	finance accreditation
OK	HB 1649	Extends probationary accreditation for high schools with less than 55 average daily attendance from one to two years.	average daily attendance accreditation
OR	ACTIVITY	Updated minimum state standards. Contact: Clarence Mellbye, State Department of Education	standards
RI	H 7853 Ch 201	A bill exempting any college real estate school accredited by an accrediting body approved by the board of regents from review by the state real estate commission.	real estate postsecondary
TN	SB 1527 Ch 650	The state commissioner of education is authorized to grant waivers to a school which does not comply with the rules and regulations of the state board of education only when officially requested by action of the local board of education. Waivers may be granted for no more than two years in succession for the same violation in the same school provided, however, that such waiver may be extended for an additional period not to exceed three years when the local board of education, the	accreditation

STATE ORGANIZATION AND POLICY			Accreditation
TN	SB 1527 Ch 650	(Continued) local legislative body and any local governmental officials, acting within their respective jurisdiction have authorized corrective action and necessary funding for the removal of the condition which necessitated the waiver.	
VT	ACTIVITY	Public school approval process to propose new regulations for the approval of public schools. Emphasis, upon adoption, will be placed upon measurable objectives, enabling skills and local determination of education philosophy. Contact: Karlene V. Russell, State Department of Education.	objectives accreditation
WA	STUDY	Accreditation of elementary schools. The education committee asked this subcommittee to determine whether some accreditation process of elementary schools might improve the quality of those schools while also increasing the financial stability of the districts. Contact: Rick Bender, Chairman, House Office of Program Research.	finance school district
WV	ACTIVITY	Major interest in middle schools; new certification. Contact: James S. Gladwell, Deputy Superintendent, Department of Education.	middle schools

STATE ORGANIZATION AND POLICY			Liability and Insurance
AZ	SB 1240 Ch 69	Allows a county attorney, at his discretion, to represent a school board member in an action brought against the member in his individual capacity until it is established as a matter of law that the alleged activity or events were not performed or not directed to be performed within the scope or course of the board member's duties.	school board lawsuits
IN	HB 1068 PL 142	Intends to limit the extent of liability of any governmental entity. The act comes as a result of the breakdown of sovereign immunity and the mushrooming number of suits for liability. It has major implications for all units of government and its content should be known.	liability sovereign immunity
IA	HF 462 Ch 1263	Clarifies the law with respect to tort claims and legal actions brought against a local municipality (school board) and/or its officers, employes and agents. By definition, tort is expanded to include acts occuring under errors and omissions, and provisions call for the governing body (school board) to defend and save harmless and indemnify against such claims, including errors and omissions, except cases of malfeasance in office or willful or wanton neglect of duty. Also provides authority to purchase and pay from the general fund, insurance to cover such claims, etc. Six months time limitation within which to bring any action.	tort liability school board insurance
MD	HB 1294 Ch 792	Defense of sovereign immunity reaffirmed as it applies to public education.	sovereign immunity
MA	H 5762 Ch 547	Gives school committes the authority to make recommendations relative to insurance of buildings and personal property under their control.	insurance facilities school board
MN	Ch 472	Extends governmental immunity from tort liability for certain towns and authorizes purchase of insurance and making a levy of taxes thereof.	tort liability insurance taxes
MS	H 472	Allows county boards of education to purchase liability insurance to cover their official action.	liability insurance school board
NC	H 1879 Ch 1209	Enabling local boards to purchase liability insurance for members and administrators.	school board personnel liability insurance
SC	S 835	Provides for liability insurance for all state and local governmental employes including school districts so as to protect such personnel against liability arising in the course of their employment.	liability insurance personnel
TN	SB 2077 HB 2227 Ch 780	Allows any governmental entity that had exempted itself from the tort liability law to elect at any time by resolution, to come under the law. Also this amendment would allow the governmental entity to purchase any tort liability insurance, without public bidding, if such insurance is purchased through a plan authorized and approved by any organization of governmental entities representing cities and counties.	tort liability insurance

STATE ORGANIZATION AND POLICY

Liability and Insurance

UT HB 27	Protects employes and officers of public entities from personal liability arising from acts committed during the performance of their duties and within the scope of their employment.	liability personnel

SCHOOL DISTRICT ORGANIZATION AND POLICY			General
AK	SB 122 Ch 72	(Amended substitute) Revises various provisions of education and municipal codes with respect to operation, management and control of schools on military reservations to facilitate consummation of a contract for the operation of on-base schools by a city or borough school district at the direction of the department of education, but with the consent of the contracting district governing body. Repeals provision that a person may only vote at an election for advisory school board members and may be elected to membership on an advisory board if the school is an on-base school, is residing with a spouse or dependent in the area served.	school district
AK	SB 170 Ch 37	(Amended) Makes elected advisory school board members subject to recall by voters in the same manner as an elected official of a home rule or general law municipality, except that director and board of directors of state operated schools perform functions of a municipal clerk and borough assembly or city council, respectively. Effective date April 30, 1974.	school board recall
AK	SB 498 Ch 81	Permits borough school district board to establish advisory school boards and, by regulation, to prescribe their manner of selection, organization, powers and duties.	school board
AK	STUDY	Prehigher education in the unorganized borough sponsored by the legislative interim committee on prehigher education and the state department of education, prepared by the Center for Northern Educational Research, University of Alaska. The document presents analysis of and recommendations flowing from a variety of position papers presented at the forum on prehigher education in the unorganized borough. The forum presented viewpoints from various organizations and consumer groups as to the future of education in the rural areas of the state.	school district rural
AZ	SB 1242 Ch 113	Provides that immunity from personal liability does not require a vote of the majority of the board and is applicable to all school board members acting in good faith and within the scope of their authority. Establishes procedures and requirements for the formation of new school districts from within existing school districts.	school district organization liability school board
AZ	Referendum	Establishes a minimum number of electors who must vote at an election on bond issues or special assessments as a condition for approval of such bond issue. The minimum voter participation is established at ten per cent of the qualified electors and at least a majority of this ten per cent must vote to approve the bond issue.	elections bonds
CA	AB 27 Ch 1508	Allows districts to initiate and carry on educational programs which are not in conflict with law or the purposes for which school districts were established until January 1, 1976. The measure was amended on January 21 to provide that districts could carry on any program activity, etc., which is not in conflict with or inconsistant with, or preempted by, any law or in conflict with the purposes for which school districts are established after January 1, 1976.	school district powers

SCHOOL DISTRICT ORGANIZATION AND POLICY			General
CA	AB 222 Ch 381	Allows a student from one community college district to attend in another without being subject to an inter-district attendance agreement or notice of restriction under specified conditions. Specifies that basic aid shall be given the district of attendance.	community colleges attendance finance
CA	AB 524 Ch 168	Authorizes, rather than requires, district board to employ a principal for each of its schools.	school board principals
CA	AB 674 Ch 1018	Provides for report and recommendation of county committees on school district organization on effect of racial and ethnic integration of proposed interdistrict territory transfers.	school district desegregation
CA	AB 1031 Ch 68	Permits interim appointments to fill vacant school board seats under specified conditions; also requires an election if sufficient electors protest the appointment.	school board elections
CA	AB 2937 Ch 1008	Specifies that county superintendent of schools, as well as school districts presently responsible, shall be considered an employer for purposes of workmen's compensation on work experience education or occupational training classes on non-school owned property which takes place under his supervision. School district of residence of trainee shall be employer, where such work experience or occupational center or program operated by two or more school districts.	superintendent work-study students
CA	AB 3562 Ch 1070	Permits submitting alternative proposals on inclusion of territory in community college districts to the affected voters.	community colleges elections
CA	AB 3988 Ch 848	Prohibits change in a part of a community college district without approval by boards of the community college districts affected or unless approved by the electorate.	community colleges elections
CA	SB 426 Ch 1106	Provides for admission of pupils residing in licensed children's centers, institutions or family homes located either within or without a district or county to development centers for handicapped pupils operated by a district or county.	school district attendance exceptional
CA	SB 581 Ch 450	Provides for agreement for education of mentally retarded pupils in a public school in an adjacent state.	interstate cooperation mentally handicapped
CA	SB 851 Ch 1168	Provides for regular class instruction for educationally handicapped and mentally retarded pupils when there are less than six such students in a district or schools served by a county office.	socially disadvantaged mentally handicapped
CA	SB 1109 Ch 1094	Appropriates a sum to the state superintendent for a study to identify factors which produce distinction between high performing and low performing districts.	accountability
CA	SB 1474 Ch 1217	Corrected SB 230 on school district elections. Makes the holding of school district election on the same date as general municipal election optional rather than mandatory. 1973.	elections school board

SCHOOL DISTRICT ORGANIZATION AND POLICY			General
CA	SB 1569 Ch 218	Establishes a procedure for the creation of separate governing boards of elementary and high school districts which are presently governed by a single board of education in the event of a final court decision adverse to the continuation of the common board.	school board organization
CA	SB 1754 Ch 324	Authorizes a county committee on school district organization to propose a reduction from seven to five or an increase from five to seven of the number of members of a county board of education. Requires a countywide election to approve the proposal.	school board organization elections
CA	SB 1908 Ch 1506	Authorizes, not to exceed five, county superintendents of schools to provide special education programs for physically handicapped pupils between 18 months and three years of age who reside in the county or in school districts in the county having an average daily attendance of less than 8,000.	physically handicapped superintendents
CA	STUDY	State department of education goals collection project. A project to collect, analyze and report school district goals, sub-goals and priorities identified by school-community citizen committees' two year statewide goal setting process. The results are intended to be utilized by educational decision makers in fulfilling the needs of local educational agencies as they implement their educational goals. All goals collected were the result of citizen participation in goal setting at local school level. No attempt was made to influence the outcome of the goals, sub-goals or priorities by any agencies outside the local education agency. Tentative completion date is March, 1975. Contact: Ramiro Reyes, Chief, Office of Program Planning and Development, State Department of Education.	goals community involvement
CA	STUDY	Feasibility study on combining existing school district and county data processing. Contact: O. D. Russell, Chief, Division of Fiscal Resources and Distribution of Aid, State Department of Education.	data processing
CO	HB 1022 123-31	School district elections and recall procedures. Addresses itself specifically to school district elections and corrects problems which arose from HB 1349, 1973. The school district election statutes which existed prior to HB 1349 are reinstated with several modifications: (1) giving two options for school election date for districts over 70,000; (2) filing deadlines changes; (3) election judges' compensation raised; and (4) procedures for write-in candidates.	elections recall
CO	HB 1204	Deadlines for the school districts budgetary process. Exempt area vocational schools from the calendar year fiscal year of school districts. Amends 123-32-8 so that school district budgets must be submitted to the local board of education no later than October 1 of each year instead of September 20. Also amends 123-44-7 to require that school districts must submit their budgets to the state school district budget review board no later than October 5 if they wish an increase in the authorized attendance base	budgets

SCHOOL DISTRICT ORGANIZATION AND POLICY			General
CO	HB 1204	(Continued) of the district. Districts requesting an increase in the authorized revenue base must submit their budgets to the review board prior to submitting an increase in authorized revenue base to a budget election even if the request is partially or wholly denied by the budget review board. If the review board has not specifically approved or disapproved the district's request by November 5 it shall be deemed disapproved.	
CO	SJR 18	Establishes that a committee comprised of four members of the house of representatives and four members of the senate with equal bipartisan representation be appointed. The committee is charged to make recommendations concerning feasible methods available to improve educational opportunities and equitably apportion the cost thereof in the Denver metropolitan area with specific emphasis on the economic, organizational, technical, social and legal aspects of achieving such benefits by the cooperation, coordination and reorganization of the various school districts in the metropolitan area. The committee shall submit its findings and recommendations to the 50th general assembly. Available December 15, 1974. Contact: David Hite, Legislative Council.	equal opportunity urban
CT	HB 5446 PA 239	(Substitute) Concerning exercise of powers of regional school districts to clarify that purchasing property, building and maintaining schools and issuing bonds approved by referendum does not constitute a change in the regional plan.	regional facilities
CT	HB 5485 PA 267	Concerns reimbursement to school districts for education of pupils residing on property leased by the state. To implement the governor's budget recommendation to permit school districts to recover 100 per cent reimbursement for students residing on property leased for use by the state.	state aid state property
DE	HB 608	School board elections: (1) changes requirement for posting of notices from 20 days to 45 days before the day of election; (2) changes requirement for notices in newspapers from three weeks to five weeks preceding the election; and (3) filing date for school board members is changed from at least ten days to at least 30 days before the election.	school board elections
GA	PROJECT	System comprehensive educational program plans. In April, 1974 the state board of education awarded 21 grants to assist 24 school systems in developing system comprehensive educational program plans. This was the first step in an effort to administer state funds based on local school system program plans. Such plans will establish the foundation for a unified program effort within each local system. System comprehensive educational program planning grants are the state board of education's response to the need for greater flexibility in local school decision making and for greater educational accountability.	planning grants accountability
IL	PROJECT	Educational opportunities of rural consolidation, a Title III ESEA project. The Olympia School District was formed by the consolidation of five school districts encompassing an area of 377 square miles	regional consolidation rural

SCHOOL DISTRICT ORGANIZATION AND POLICY — General

IL PROJECT	(Continued) in parts of five counties and containing eight rural communities. The primary objectives are: (1) to be a dissemination center for research information regarding the feasibility study, curriculum planning, community concerns and other data relating to school consolidation, and (2) to be a demonstration center for groups of administrators, advisory groups, school board members, university staff and classes and citizens who are interested in school consolidation. The objectives will be met through the dissemination of many printed materials regarding consolidation, the availability of personnel to meet the demands for speakers and the sponsoring of conferences on the topic of school consolidation. Major emphasis is to show other rural districts the advantages of consolidation. Contact: Richard Hackl, Olympia Community Unit School, District 16, Minier, Ill. 61759.	
IA PROJECT	Initial development under the provisions of SF 1163, 1974 of 15 area education agencies. These agencies to replace abolished county boards of education with a mandate to provide special education instruction and support services and media services to local school districts; other programs and services being optional. Each area education agency governed by a lay board of directors with the boundary lines of each area the same as those of the 15 merged area schools, area vocational or area community college operating in the state. Contact: David J. Gilliland, Consultant, Intermediate Unit Resources, Department of Public Instruction.	regional exceptional media education service center
KS HB 1514	Provides that any member of a board of education shall hold office until a successor is elected or appointed and qualified. In the event no board member is elected at a regular election or if an elected board member moves out of the district after election and before taking office the following July 1 or if member becomes ineligible to serve for other reasons, the holdover board member continues to sit as a voting member until an eligible successor is appointed by the board of education. Such successor shall be appointed not later than November 15 following the regular election of board members.	state board elections
KS HB 1520	Deals with school district elections. Deletes an obsolete provision of the statute and also provides that when a member of a school board moves out of the district in which he resided at the time of his election, he is no longer eligible to serve on the board. The county election officer of the home county of the school district is designated to make the determination of residency.	elections residency school board
KS HB 1540	Relates to students who attend school out of state. Upon application by a parent or guardian requesting permission to send a child out of state, the board of education of the district where the child resides can authorize such attendance. Under the prior law, this determination was made by the state board of education. In case the school board does not approve the request, the parent or guardian can appeal to	attendance residency out of state

SCHOOL DISTRICT ORGANIZATION AND POLICY		General
KS HB 1540	(Continued) the state board, whose decision is final. Once a student establishes residency outside his sending district, the original sending district is no longer liable for the payment of the student's tuition. Controversies relative to the determination of residence can be appealed for resolution to the state board of education.	
KS HB 1711	Allows any two or more school districts having a combined total enrollment of not less than 15,000 students to make and enter into agreements for the purpose of operating and maintaining data processing centers. Creates an administrative fund to finance the cooperative.	interdistrict cooperation data processing
KS SB 59	Authorizes any two or more local governmental units to consolidate or jointly perform any administrative procedure or function performed by such governments individually. In addition, the bill provides that any one local governmental unit may provide for the consolidation of administrative operations, procedures or functions within the governmental unit itself. However, in either case, if the elimination of an elective office is involved, such consolidation would be subject to the approval of a majority of the electors of the local governmental unit served by such office. Also includes a petition procedure which provides that ten per cent of the qualified electors may initiate any such consolidation.	interdistrict cooperation
KS SB 641	Relates to appeals by school districts to the state board of tax appeals for increases in their legally adopted budgets. The bill: (1) adds a new budget appeal reason relative to enrollment changes; (2) makes permanent the appeal reason for mandated student transportation, and (3) repeals the appeal reason relating to special education cooperative programs.	budgets
KY HB 327 KRS 160.190	Requires any school board vacancy having an unexpired term of one year or more to be filled by an election at the next regular November election.	school board elections
KY HB 640	Provides for seven members on merged school boards in counties containing city of the first class.	school board
KY HCR 52	Directs the legislative research commission and the department of education to study the feasibility of making district boards of education the authority for school taxes. Report and recommendations to be made to 1976 general assembly. Contact: John Nelson, Legislative Research Commission.	school board taxes
KY SB 127 KRS 160.340	Mandates the local board of education to keep on file in its office copies of policies relating to the following areas: transportation, discipline, use of facilities, conduct of board meetings (including executive sessions), certified personnel, employee evaluation, textbook selection and expenditures of school funds. Such policies shall be on file by August 15, 1974 and shall be updated annually each August 15.	school board policies
KY PROJECT	An operational design to facilitate change within a region is an attempt to establish an operational design to facilitate change within each school district of Title III ESEA region II. The process	structure

SCHOOL DISTRICT ORGANIZATION AND POLICY — General

KY	PROJECT	(Continued) is composed of four steps to rational problem solving: (1) a decision to do something; (2) an active attempt to define the problem; (3) a search for possible solutions; and (4) an application of one or more potential solutions to see if they satisfy the need determined. The process will be utilized along with the concept of involvement of the four components of the project. They are: (1) local school activities, as personified by educational program development (EPD) teams; (2) individually guided education (IGE); (3) guidance; and (4) the resource service center.	
LA	HB 872 Act 345	Parish school boards may at any time create school districts composed of the parish as a whole or parts thereof. States laws concerning the formation of parishes into school districts.	organization
ME	LD 2479 Ch 710	An act relating to the budgetary process of the eleven new regions for vocational education. If the budget fails of passage, the cooperative board shall prepare a new budget a.. shall submit it to a budget meeting of the vocational . gion. Each regional meeting shall be called by a warrant. The warrant shall be signed by a majority of the cooperative board membership.	regional vocational budget
ME	LD 2563 Ch 750	Relates to representation of school administrative districts. No action shall be taken at a meeting unless at convening there are present at least one half of the total number of municipal officers and school committee members. The purpose shall be to determine a fair and equitable number of school directors to be elected by and to represent each participating municipality and to apportion the voting power among the directors. All of the affairs of a school administrative district shall be managed by a board of school directors apportioned in accordance with this section. The state board of education shall, upon request of the board of directors of a school administrative district, or upon petition by ten per cent of the number of voters for the gubernatorial candidates at the last regular election in all of the municipalities comprising the district, make a finding of fact as to whether the district representation is apportioned in accordance with this section. If the district's representation is not properly apportioned, it shall comply within seven days of that decision.	school boards policies representation
ME	LD 2570 Ch 743	The directors of a school administrative district during reapportionment of its membership shall serve until the reapportionment is completed and be legal representatives of the district until the reapportioned board is selected and qualified. The directors shall carry out all business of the district including borrowing of necessary funds.	school board representation
MA	HB 50 Ch 797	Authoriz[illegible]g cities, towns and regional school districts to enter into collaborative educational programs. Provides for state financial support of certain collaborative programs and services approved by the Commissioner. A modest sum of support monies would be disbursed on an annual basis and	state aid regional interdistrict cooperation

SCHOOL DISTRICT ORGANIZATION AND POLICY			General
MA	HB 50 Ch 797	(Continued) would not exceed $10,000 per individual city, town and regional school district in a collaborative program or service. Local school committees will be encouraged to develop collaborative programs which will produce cost savings for small school districts which find it expensive and often times prohibitive to provide educational programs and services for a limited number of students.	
MI	HB 5013 PA 109	To permit intermediate boards of education to build or acquire real or personal property for use for intermediate school district purposes by purchase, land contract, lease or rental contract with or without option to purchase or title retaining contract. The district may pay for the property out of any funds of the district which will or may become lawfully available for these purposes.	facilities finance
MI	HB 5173 PA 128	Provides for an additional member on county tax allocation boards. The new member shall be a member of a school board from one of the three smallest K-12 school districts in the county in accordance with the most recent official school district enrollment count, who shall be selected by the intermediate board of education of the county. In counties with less than three K-12 school districts, the intermediate board of education shall select one additional school board member from the district or districts.	school board representation
MI	SB 744 PA 40	Permits community college districts to be composed of single school districts, subject to approval of the state board of education and a majority of the electors of the school district. Sets forth provisions for a separate governing board of trustees for a community college.	community colleges elections
MN	HF 1196 Ch 37	Requires each school building or unit of classification to be under the supervision of a principal who holds valid certification. Establishes duties of the principal.	principals certification
MT	HB 752 Sec 75.6516.1	Allows the trustees of a school district by resolution to request a change in the boundaries of their district and adjacent districts and further provides a review of the boundaries of existing elementary districts every three years and any recommended changes would be presented at a hearing conducted under 75.6516.	boundaries
MT	SB 535 Sec 75.7121	Allows the trustees of school districts in the same county to cooperate for the purpose of preparing and negotiating the sale of bonds for lower interest rates.	interdistrict cooperation
NB	LB 790	Revises state planning law to provide for regional planning bodies and councils of government.	regional planning
NB	LB 813	Technical community college areas defined; composition of area boards defined.	vocational community colleges
NH	ACTIVITY	Regionalization of school district services. This is an attempt to bring more services to local districts through a regional office. This will enable districts to take advantage of services they might	regional interdistrict cooperation

SCHOOL DISTRICT ORGANIZATION AND POLICY — General

NH	ACTIVITY	(Continued) not be able to avail themselves of as individual districts. Contact: John Nay, Director of Title III, Department of Education.	
NY	AB 10011 Ch 396	Increases from nine to 15 the maximum number of members on a BOCES. The minimum number of board members would still be five. The commissioner of education may authorize a BOCES to increase its membership to a maximum of 15.	BOCES structure
OH	SB 460	Permits county boards of education to perform their own banking functions under the uniform depository act and requires a county board that chooses to perform its own banking functions to appoint a clerk in the same manner as local, city and exempted village districts appoint clerks. Effective September 23, 1974.	school board banking
OK	HB 1660	Relates to contests of elections of school board members. Provision of title 26 relative to contests of elections for county office are made applicable to elections of members of board of education. This provision is also stated in SB 698.	school board elections
OK	HR 1176	Special legislative investigating committee will conduct a study of local boards of education in areas of certified personnel, expenditure of school funds, methods of awarding contracts and submitting competitive bids, validity of records and reports on average daily attendance, migrant programs, special education programs and attendance policies. The commi tee may request audits by the state examiner and inspector.	school board policies
OK	SB 310	An annexation election may not be held unless the boards of education of the affected districts concur. Such concurrance of the boards of education shall not be required in cases mandatory annexation by the state board of education.	annexation election
OR	PROJECT	In keeping with moving as many decisions to the locally elected community college boards of education, the state board of education in February, 1974 adopted a plan on instructor and course approval which gave the local boards control over personnel practices and course and curriculum approvals. Each community college will bear the responsibility for instructor standards and staff development. The requirement remained that the state board maintain the auditing agency and statutory control over instructor and course approvals. Contact: W. G. Loomis, Director, Community College Programs, State Board of Education.	community colleges school board staffing practices curriculum
OR	STUDY	Legislative interim committee on education. Studies in early childhood education, school district reorganization and sexism. Contact: Bean McFadden, Administrative Assistant, Legislative Interim Committee on Education, State Capitol, Salem, Ore. 97310.	early childhood women
PA	HB 716 Act 127	Provides for filling vacancies on boards of school directors.	school board vacancies

SCHOOL DISTRICT ORGANIZATION AND POLICY — General

PA HB 1614 Act 57	Requiring annual reports to the general assembly on the intermediate unit system.	intermediate unit
PA SB 328 Act 1	Permits three, four and five year terms for superintendents.	superintendents terms of office
PA PROJECT	The executive academy provides for the department of education, school districts and other related organizations to share and cooperatively seek solutions to complex problems. School districts identify their major concerns and the executive academy staff bring together people with similar experience or expert knowledge to help those districts design a program. An academy program has two parts. Part I enables complete analysis so causes are identified. Part II develops ways and means to eliminate these causes and designs an action program. Contact: George Sauers, Director, Executive Academy, Office of Basic Education, Department of Education.	management training
PA PROJECT	Seminars and workshops. A series of 24 seminars and workshops are being conducted during 1974-75 throughout the state for school board members, administrators and principals. These seminars cover such topics as tenure and its management, effective school management, act 195 update and indepth contract review and analysis. Contact: School Boards Association, 412 N. Second St., Harrisburg, Pa. 17101.	school board administrators principals training
PA PROJECT	Commission on lay control. A 29 member commission of local school board members appointed to meet and recommend a course of statewide action to assist school officials in exercising control over public education. The commission will seek involvement of local public school officials and other groups; encourage local communities to become more involved in their schools; inform the public about issues and problems of centralized state control; institute community programs that will assist school officials in maintaining local lay control over public education; recommend legislative action where appropriate to strengthen and restore local control of schools. Contact: Nick Goble, School Boards Association, 412 N. Second St., Harrisburg, Pa. 17101.	community involvement
PA PROJECT	Pilot project on school management to study authority and responsibilities of principals. Contact: Joseph V. Oravitz, Director of Research, School Boards Association, 412 N. Second St., Harrisburg, Pa. 17101.	principals management
PA STUDY	Analysis and annotated priority ranking of the recommendations of the report of the citizens commission on basic education. First report of intermediate unit operation 1971-72 and 1972-73 compared to former county office operation 1970-71. This report is a reiponse to recent legislation (HB 1614, 1973) which requires an annual evaluation of the 29 intermediate unit operations. For the first report, operation of the former county offices, replaced by the intermediate units, was compared to the first	intermediate unit evaluation

SCHOOL DISTRICT ORGANIZATION AND POLICY — General

PA	STUDY	(Continued) two years of intermediate unit operations. Specific data included in this report is: (1) a brief description of the specific services provided by each unit; (2) a brief description of the services formerly supplied through county superintendents of the districts which now comprise the intermediate unit; (3) a comparison of the number and types of persons employed, full time and part time, by each intermediate unit with those formerly employed through the county superintendents of the districts; (4) a comparison of the total costs and the per pupil costs of: (a) capital outlay, (b) equipment, (c) overhead, and (d) salaries for each intermediate unit with those formerly borne through the county superintendents of the districts; and (5) an analysis of the sources of revenue maintaining each intermediate unit, i.e., the amount derived from: (a) local taxes, (b) state reimbursement, (c) private contracts for services, and (d) federal funds. Each preceding annual report shall use the former intermediate unit year for comparison purposes. Contact: Robert G. Piatt, Bureau of Planning and Evaluation, Department of Education.	
RI	STUDY	School district cooperative service areas. With a state school population of some 200,000 pupils, the advisability of 40 separate school districts has often been questioned and a study is under way to review this situation. The feasibility of establishing cooperative service areas is being explored as a practical approach to attaining greater efficiency in the state's existing education delivery system, particularly in the area of special education. Contact: Arthur R. Pontarelli, Acting Commissioner of Education, Department of Education.	regional education service center
SC	STUDY	School districts organization and administration. Contact: James L. Graham, Chief Supervisor, Survey/Legal Section, 1202 Rutledge Building, Columbia, S.C. 29201.	organization
SC	STUDY	School district size. Contact: Frank A. Richardson, Supervisor, Survey/Legal Section, Office of Research, 1202 Rutledge Building, Columbia, S.C. 29201.	district size
SD	HB 782 Sec 13-6	Adds a new section which provides for county commissioners to reorganize nonoperating school districts when school district has not operated for two years. Can combine two school districts. Board can close a school when the average daily membership does not exceed three and bus service is provided within two and one half miles of pupils residence.	non-operating districts
SD	HB 785	The board of county commissioners shall provide for educational supervision of common school districts by either giving the responsibility to the superintendent of the superimposed high school district or to a superintendent selected and employed jointly by the common school districts involved and meeting the certification requirements of the state board of education.	superintendent powers and duties
SD	HB 890	Establishes only one type of school district after July 1, 1976. Defines a school district as one which operates no less than a 12 year school program. Provides a new name for all school districts after July 1, 1976.	policies

SCHOOL DISTRICT ORGANIZATION AND POLICY			General
SD	SB 63 Sec 13-27-15	Authorizes an appeal of an assignment of elementary and secondary students to the state superintendent of public instruction.	organization
SD	SB 133 Sec 13-6-30	In section requiring all of a city to be in the same school district, provides that when five per cent or more of a school district's assessed valuation is taken because of growing city, it remains in the other school district unless a boundary change is made pursuant to reorganization law.	boundaries
VT	STUDY	School organization. To study whether or not the 256 school districts could provide more comprehensive educational programs and services if they were reorganized. Contact: Edward J. Fabian, State Department of Education.	organization
WA	HB 1282 Ch 91	Enables the superintendent of public instruction to set up a pilot program within one or more independent school districts which would assume responsibility for the local cooperative operation of school district transportation programs; also, transfers responsibility for operating the cerebral palsy center to the department of social and health services; also, makes it possible for the superintendent of public instruction to transfer the control and operation of environmental study centers from school districts to independent school districts.	transportation exceptional environment
WA	SB 3058	Authorizes the school directors association to undertake legal action in behalf of school districts in matters having statewide impact on education matters. Authorizes the association, upon request by school districts, to make available on a cost reimbursable contract basis: (a) specialized services; (b) research information; and (c) consultants to assist in particular problem areas, provided that such services, information and consultants are not already available from other state agencies, intermediate school districts or from information and research services authorized by law.	school board association
WV	HJR 12	Reduces requirement from a 60 per cent majority to a simple majority of the votes cast for a county board of education to impose excess levies, indebtedness and issue bonds.	bonds taxes
WI	AB 211 Ch 144	Alters the method for filling vacancies on appointed joint city school district boards requiring the mayor to nominate and the district's fiscal board to confirm the appointment. 1973.	vacancies school board
WY	HB 12 Ch 8	Each community college district board shall consist of seven members to be elected as provided by law. The community college district board may by resolution partition the community college district into election subdistricts to provide for representation on the district board in accordance with population, where population figures permit, monetary evaluation and geographic factors may be considered in determining subdistricts. The community college district board shall by resolution designate the number of members who shall be elected from each election subdistrict, if any, in accordance with the population of the community college district and the respective election subdistricts.	community colleges school board

SCHOOL DISTRICT ORGANIZATION AND POLICY

General

WY	HB 16A Ch 24	Change in election code to change terms of school board members from four to three years. Corrected inequities that might arise as a result of electing majority of members every other year. Now provides for annual elections. The cost of a school or community college district election, or equitably proportioned shares of a concurrent election as determined by the county clerk shall be paid by the appropriate board from the funds of the school district or community college district. A qualified person may be nominated for the office of school district trustee or member of a community college board by filing an application for election in the office of the county clerk not more than 95 nor less than 45 days prior to the election.	school board elections terms of office community colleges
WY	HB 27 Ch 15	Relating to the foundation program; providing for emergency closures of schools; providing that school districts involved in reorganization contests may levy taxes in the same manner as unified districts pending final decisions; providing an increase in the classroom unit value; altering the mill factor in the supplemental entitlement formula and providing an effective date.	foundation program school closure taxes
WY	NOTE	Teachers may not serve on board in same district. The supreme court has ruled that a teacher may not legally serve on the school district board in which the teacher is employed. Said the court: "There is a present conflict of duties of the two positions (school board member and teacher) which constitutes an incompatibility which is not in the best interest of the school district or the general public and which, under properly interpreted principles of common law, should not be permitted to exist."	school board representation conflict of interest teachers

PERSONNEL			General
CA	AB 2414 Ch 966	Providing for an increase in school board members compensation from $50 per meeting with a $400 per month limit to $75 per meeting with a $750 per month limit in school districts exceeding 60,000 average daily attendance.	school boards salaries
CA	AB 2487 Ch 77	Prohibits the first employment of certificated employes by either a school district or county superintendent without a health certificate and also permits school districts or county superintendents to require certificated employes to undergo periodic medical examinations at district expense.	personnel health
CA	AB 2695 Ch 274	Provides for compensation of board members of newly organized or reorganized school districts and authorizes districts in 1973-74 fiscal year to exercise powers to meet and confer prior to July 1, 1974. Urgency measure.	school boards salaries
CA	ACR 160 Ch 214	Directs postsecondary education commission to study and report on possible discrepancies in faculty compensation for teaching and research.	teachers salaries
CA	SB 40 Ch 54	Waives tuberculosis exam for initial employment if employe has certificate showing he was examined within past four years. Extends four year tuberculosis exam requirement to employes of private, parochial and nursery schools.	personnel health nonpublic
CA	STUDY	School district expenditures for classroom teachers. Contact: Jacque Ross, Chief, Bureau of Apportionments and Reports, Department of Education.	teachers salaries
FL	HB 1199 Ch 315	Establishes specific duties of school principals as administrators responsible for planning, management, operation and evaluation of school program in school assigned. Principals must have written contracts specifying duties.	principals duties
FL	HB 4122 Ch 198	Includes district school boards and community colleges under unemployment compensation program, with maximum weekly benefits to unemployed persons increased from $64 to $74. Expands the scope of unemployment compensation law to include employes of school boards and community colleges, retroactive December 31, 1973. In lieu of the contributions required of private employes, public agencies are annually required to reimburse the state an amount equal to the total of regular benefits and the state's share of extended benefits paid to former employes of the agency.	personnel unemployment compensation
GA	STUDY	Salaries of public school teachers. An analysis of teacher salaries showing minimum and maximum salaries and local supplements according to levels of certifications. Contact: Research Division, Georgia Association of Educators, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	teachers salaries
GA	STUDY	Nonteaching professional personnel local supplements. Provides comparative data on local supplements paid to Section XII personnel, i.e., principals, librarians, visiting teachers, curriculum directors and counselors in schools. Contact: Georgia Association of Educators, Research Division, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	personnel salaries

PERSONNEL			General
KS	HB 1556	Requires all persons, whether student teachers, practicum student teachers or regular employes who have regular classroom contact with children to submit a certificate of health signed by a licensed physician to the board of education. Costs for such certificates shall be borne by the individual unless the board of education agrees to pay the costs.	personnel health
KS	HB 1750	Permits boards of education to adopt policies concerning sabbatical leaves and to enter into written contracts with teachers or administrators for sabbatical leaves with or without compensation.	teachers administrators sabbatical leave
KY	HB 59	Permits teacher absence at start of school year with use of sick leave upon physician's statement that the teacher will be able to assume his duties within a period of time that the board determines to be reasonable.	personnel sick leave
MD	HB 201 Ch 37	Public education-communicable tuberculosis. Permits the local health officer to designate the intervals when local school employes must submit evidence that they are free of tuberculosis in a communicable stage and relating to the type of evidence required.	personnel health
MD	SB 340 Ch 622	For the purpose of providing for military service credit, not to exceed five years, to any member of the retirement systems of the state after ten years of creditable service, subject to certain conditions to be funded by the state or other governmental employing agency and precluding credit to members who have received military service credit under another retirement system, for which benefits have been or will be received and clarifying the language.	personnel veterans retirement
MD	STUDY	Problems of beginning teachers were surveyed in Kent County. Results showed that problems in the nonschool setting, i.e. housing, social activities, etc., were more important than problems in school settings. Contact: M. A. Shami, DREIS, State Department of Education.	teachers
MA	HB 1192	Bill defining the duties of instructional aides.	aides duties
MN	Ch 526	Employes of all private or parochial schools, day care centers and nursery schools shall prior to employment and annually thereafter show freedom from tuberculosis. Formerly applied only to public school employes.	personnel nonpublic health
NB	LB 811	Relating to rights and privileges; to remove citizenship as a requirement for the grant of certain rights and privileges. Citizenship not required to practice as registered professional nurse or practical nurse.	personnel rights citizenship
NM	HB 300 Ch 3	It is the intent of the legislature that local boards of education, in budgeting any funds available for the fiscal year, place high priority on increasing the salary levels of all certified and noncertified public school personnel.	personnel salaries

PERSONNEL			General
OH	SB 436	Clarifies conditions for school employe to be compensated and reimbursed for attending professional meetings.	personnel compensation
OR	STUDY	Study in personnel guidelines to include affirmative action, personnel policies, personnel action, leave policies and institute for educational development policies. Contact: Ray Osburn, State Department of Education.	personnel policies
PA	HB 779 Act 111	Permits school superintendents to be paid for teaching college.	superintendents salaries
PA	STUDY	Comparative review of superintendents salaries. Three year review of principals salaries; four year review of average annual salaries for professional personnel employed in public schools. Contact: Joseph V. Oravitz, Director of Research, School Boards Association, 412 N. Second St., Harrisburg, Pa. 17101.	superintendents salaries principals personnel
SD	HB 603	Requires employer to grant employe temporary leave of absence to serve in legislature with entitlement to same job status and pay on return; such temporary leave may be with or without pay.	personnel leave of absence
TX	STUDY	A study of salary schedule of school districts, a study of the average classroom teacher's salary paid by the school districts and a study of personnel practices and fringe benefits in schools. Contact: Earl Cantrell, Director, Research and Data Processing, Texas State Teachers Association, 316 W. Twelfth St., Austin, Tex. 78701.	teachers salaries policies

PERSONNEL			Employment and Dismissal
AZ	HB 2064 Ch 60	Requires teacher evaluation procedure in each district, a panel of three to hear continuing teacher dismissals, instead of the board, and a requirement of 90 days notice to teachers to correct deficiencies before attempted termination. The notice of nonrenewal date is changed to April 15.	teachers dismissal evaluation
CA	AB 86 Ch 1182	Requires state and local agencies except school districts and county school offices to employ bilingual persons in public contact positions.	personnel employment bilingual
CA	AB 676 Ch 542	Makes March 15 termination notice provisions on administrative or supervisory personnel inapplicable to: (1) a certificated employe with a written contract extending beyond the current school year; (2) such employe holding a position funded for less than a school year; and (3) an employe assigned to an acting position whose continuing tenure depends on being selected from an eligible list for the position.	personnel dismissal
CA	AB 1124 Ch 690	Orderly reemployment of probationary teachers. Requires determination by lot or assignment of random numbers of seniority among teachers employed the same day within 50 days of date service first rendered.	teachers employment
CA	AB 1313 Ch 105	Affords community college employes and governing boards involved in disciplinary hearings the rights and duties of discovery of any party in a civil action brought in a superior court, even if such proceeding is conducted by arbitrators or state administrative hearing officers.	personnel accused
CA	AB 1532 Ch 699	Removes physical or mental unfitness as a statutory ground for dismissal, demotion or suspension of state universities and colleges permanent or probationary employes and makes such sanctions pursuant to dismissal procedures laid out in sections 24308, 24309 and 24310.	personnel dismissal
CA	AB 2065 Ch 494	Revises the system of classification of community college certificated personnel. It reclassifies full time, part time, substitute and special temporary employes and make provisions for them to obtain permanent status.	personnel employment
CA	AB 3418 Ch 1042	Repeals provisions authorizing dismissal of certificated employe on grounds of unprofessional conduct, others than those specified in section 13403, education code.	personnel dismissal conduct
CA	AB 3485 Ch 1059	Authorizes limited tenure appointments to professional education classifications in the department of education.	personnel tenure
CA	AB 3850 Ch 1377	Provides that in district consolidations, unification or splits, teachers have the hearing protections given teachers in layoffs resulting from a loss of revenue or termination of program. Provides dismissal protection for probationary teachers in district reorganization.	teachers dismissal school district organization

PERSONNEL

			Employment and Dismissal
CA	AB 3923 Ch 1468	Includes women within term minority for purposes of employment development act of 1975.	personnel employment discrimination women
CA	AB 4092 Ch 856	Applies technical and legal rules and remedies on rights of discovery to hearings for dismissal of certified employes. Such employes already have the right of discovery. This measure merely adds legal procedures to enforce that right. Affords prescribed remedies for enforcement of discovery rights to any party to administrative proceedings on dismissal for cause during school year of certificated employe, other than community college certificated employe, who is denied prescribed discovery rights in the required hearing. Provides that proper court thereof is the superior court of the county in which the administrative dismissal hearing will be conducted.	personnel dismissal
CA	AB 4194 Ch 864	Gives certificated employes who are terminated because of a reduction in staff preferential reemployment rights.	personnel employment dismissal
CA	ACR 70 Ch 27	Resolves that state universities and colleges faculty should be promoted on merit ability basis, not denied promotion because of arbitrary quotas.	teachers promotions merit system
CA	SB 782 Ch 327	Prohibits districts from making an indistrict residence requirement for certificated employes or candidates for employment; prohibits preferential treatment for indistrict resident employes or candidates.	personnel employment residency
CA	SB 1235 Ch 24	Prohibits the use of funds derived from the federal emergency employment act of 1971 to reduce or replace classified personnel in a school district. As amended January 17 it included any similar federal or state law. Amended to remove any reference to state law so it now applies only to federal emergency funds.	personnel dismissal classified
CA	SB 1942 Ch 1239	Requires at time of employment by a school district, each certificated employe be furnished a written statement indicating the employe's classification, salary level and brief statement of specified employe rights. Failure to provide required information results in employe being deemed a probationary employe of the district. No reimbursement or appropriation made to school districts for any costs incurred.	personnel employment rights
CT	HB 5505 PA 265	An act concerning employment discrimination against persons with penal records. A complaint must be filed within 30 days of alleged discrimination.	personnel employment discrimination public offenders
CT	HB 5620 PA 185	Human rights and opportunities. Concerning discrimination in the regulation of the employment of women, to provide the same protections and restrictions for all employed persons without regard to sex.	personnel employment discrimination women

PERSONNEL

			Employment and Dismissal
CT	HB 5666 PA 65	Prohibiting sex discrimination in state contract. Every contract to which the state is a party shall contain the following clause: The contractor agrees and warrants that in the performance of this contract he will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religion, national origin, sex or physical disability, including blindness unless such disability prevents performance of work. Further agrees to provide the commission on human rights and opportunities with such information requested by the commission concerning the employment practices and procedures of the contractor as related to the provisions of this section.	personnel employment discrimination women minorities
CT	HB 5757 PA 478	(Substitute) Directs superintendents of schools to make evaluations of teachers based upon guidelines which have been established by the state board of education for the development of evaluation programs and upon any additional guidelines as may be established by mutual agreement between the local board of education and the teachers representative. The act deletes the requirement that superintendents of schools make evaluations of teachers based upon minimum performance criteria, which were to be established by the state board of education and upon any additional local board of education criteria established by negotiation. Directs the superintendent of schools to continuously evaluate each teacher. Teacher is defined as each employe of a board of education below the rank of superintendent, who holds a certificate or permit issued by the state board of education. Such evaluations must be reported to the local board of education before June 1 of each year. Provides for renewal of teacher contracts for a second, third or fourth year unless dismissal occurs in writing after which contracts are to be renewed yearly, with exceptions.	teachers employment evaluation
FL	HB 157 SB 531	Removes supervisors and principals from definition as three years subject to annual review eliminating continuing contract rights and placing them on contracts not to exceed three years subject to annual review, with instructional personnel holding contracts who are promoted to supervisor or principal entitled to reassignment at same or similar position, with no change in current supervisor and principals holding continuing contracts until position is discontinued or person resigns. Forbids student teachers to bargain collectively with school board employes.	administrators principals tenure student teachers collective bargaining
FL	PROJECT	Revision of procedures for annual evaluation of faculty. Contact: Allan Tucker, Vice Chancellor for Academic Affairs, Board of Regents, 107 W. Gaines St., Tallahassee, Fla.	teachers employment evaluation
GA	HB 308 Act 1243	Known as the due process bill or the fair dismissal bill. It calls for written reasons and a hearing in the event of teacher dismissal. In the event a teacher's contract is not renewed, if the teacher has been in that particular system at least three years and if the teacher so requests, the local board of education must provide a copy of charges and a hearing.	teachers dismissal

PERSONNEL

			Employment and Dismissal
GA	STUDY	An analysis of the displacement of teachers and students since the desegregation of public education. The intent being to provide a basis for recommendations and/or proposals to ensure that fair and equitable practices are employed in the hiring, promotion and dismissal of educators and in the treatment of students. Contact: Yvonne Lee, Chairperson, Task Force Committee on Teacher and Student Rights, Georgia Association of Educators, Research Division, 3951 Snapfinger Parkway, Decatur, GA. 30032.	Teachers employment discrimination desegregation
HI	HB 498	To ensure vice principals who were assigned to a school having an enrollment of less than 750 during the 1973-74 school year will not be displaced. This bill is a stop gap measure pending the department's adoption and implementation of the basic staffing standards.	Principals employment
IN	SB 12 PL 93	Modified restriction on membership of the education employment relations board to permit persons on teaching staff of a state university who are knowledgeable in the area of public administration or labor law so long as they are not actively engaged, other than as a member, with any labor or employee organization. Emergency.	Teachers employment postsecondary collective bargaining
IA	HF 337	Provides that the teaching faculty of board of regents institutions be hired, fired, promoted, paid and attain tenure on the basis of their ability as teachers. Faculty members would not be judged on the basis of their publications. Provides faculty may appeal to merit employment commission.	Teachers employment postsecondary merit system
KS	SB 971	Procedural due process for teachers in employment relations with boards of education. Amended to require a two year probation period before teachers would be provided due process. Grandfather clause providing that no teacher who has taught two years would be placed on probation as long as the teacher stays in his or her present district. Another amendment requires that the third, neutral person on a commission hearing appeals be a Kansan and come from within 100 miles of the district involved.	Teachers employment procedures
KY	HB 362 KRS 160.380	(Amended) Employment appointments. Changes the date from April 1 to February 1 preceding the beginning of the school year for school boards to make employment appointments.	Teachers employment
KY	HB 598 SB 250 KRS 161.720	Provides procedures for demotion of administrative and supervisory school employes; excludes superintendent. Administrators, who have completed three years of administrative service, may be demoted only by the following procedures: involving written notice; right to contest; hearings; statement of grounds of demotion and appeal from board action as provided in KRS 161.790. In effect, establishes tenure in position for administrators and supervisory personnel.	Administrators employment tenure demotion
KY	SB 125 KRS 161.740	Allows teacher to retain tenure status when moving to another school system.	Teachers employment tenure

Jurisdiction			Employment and Dismissal
KY	16.240	Requires employers to pay discharged employes all wages or salaries due within 14 days following termination of employment or upon 14 days demand of absent employes.	personnel dismissal
LA	SR 491 Act 645	A permanent teacher shall not be removed from office except on written and signed charges of immorality, of wilful neglect of duty, of incompetency or of being a member of or of contributing to any group, organization, movement or corporation that is prohibited by law or injunction from operating in Louisiana and then only if found guilty after a hearing by the Orleans Parish Board, which hearing may be private or public, at the option of the teacher. School board shall furnish to teacher written charges, names of witnesses, documents to be introduced in hearing. Teacher must furnish all of above to school board, both prior to hearing.	teachers dismissal
LA	SCR 110	Urges coordinating council for higher education to study tenure for academic personnel in public colleges and universities.	personnel tenure postsecondary
LA	STUDY	Court cases involving tenure. Contact: Robert Blackmon, Louisiana Education Research Association, P.O. Box 16086, Louisiana State University, Baton Rouge, La. 70803.	personnel tenure
ME	SB 702	An act to repeal reference in law that University of Maine officers and employes are unclassified employes of the state.	personnel classified postsecondary
MI	SB 210 Ch 62	Board of education removal of members. Providing that a member of a county board of education may be removed from office for failure to attend, without good cause, at least 50 per cent of the board's annual meetings.	school board dismissal
MA	HB 1194 Ch 341	Bill relative to the employment of registered nurses in the public schools. Under previous law every school committee was required to employ one or more school physicians and nurses. This act amends the previous law by requiring that this nurse be a registered nurse. School committees may still employ a licensed practical nurse provided that at least one of its nurses be a registered nurse.	nurses employment
MA	HR 2338	Study to give instructional aides the same tenure rights as teachers in fixing their minimum salaries.	aides tenure salaries
MA	HB 5210 Ch 185	Any teacher or superintendent of schools employed at discretion or any superintendent employed under a contract, for the duration of his contract, who has been dismissed by vote of a school committee under the provisions of section 42 or section 65 or any person who has been demoted by vote of a school committee under the provisions of section 42A may within 32 days after the vote of dismissal or demotion appeal therefrom to the superior court in the county in which he was employed.	teachers superintendents dismissal demotion

PERSONNEL

			Employment and Dismissal
MA	HB 6044 Ch 342	Further regulating the election, contract and promotion of public school teachers. This legislation clarifies section 38 of chapter 71 providing that no professional can be appointed by a school committee unless he or she has been recommended by a superintendent.	teachers employment
MN	Ch 458	Regulates tenure of teachers and grants seniority rights. Provides for a negotiated unrequested leave of absence without pay or fringe benefits for as many teachers as necessary because of discontinuance of position, lack of pupils, financial limitations or merger of classes caused by consolidation of districts. Board may place probationary teachers on unrequested leave first. Teachers who have acquired tenure shall be placed on unrequested leave in fields in which they are certified in inverse order in which they were employed by the district. In cases of affirmative action programs, district may retain probationary teachers. Provides rules for the reinstatement of teachers placed on unrequested leave. The unrequested leave shall not impair continuing contract rights or result in loss of credit for previous years of service.	teachers tenure leave of absence
MN	PROJECT	Program for evaluating nontenure teachers, Title III ESEA, fiscal year 1975. The Duluth project is developing and experimenting with an objective oriented, peer evaluation system of evaluating and assisting nontenured teachers throughout the district. Contact: Eugene Berg, Project Director, Birchwood School, 1504 Swan Lake Road, Duluth, Minn. 55811.	teachers employment evaluation
MS	SB 1751	Employment in public schools cannot be denied because employe does not send children to a public school.	personnel employment discrimination
NC	SB 2108	Provides fair dismissal procedure for public school superintendent, principal or teacher not reemployed. Provides for notice of non-reemployment, hearings, appeals.	personnel dismissal
ND	SB 117	Provides that the state and all political subdivisions, including schools, must be included under workmen's compensation.	personnel employment unemployment compensation
MT	HB 777 Sec 11-3214	Deletes existing law in which teachers and other public employes may not serve as a commissioner under the commissioner manager form of municipal government.	personnel employment
MT	HB 866 Sec 75-5709	On hearing of a tenure teacher, the state superintendent may call for additional facts on the case, also calls for a writ of review by the district after the decision, if a petition is made within 60 days to do so. This limits the rights of the individual or the board seeking redress in the court as provided by present law.	teachers tenure
MT	HB 899 Sec 75-6104	Provides that notice of termination given a tenure teacher shall be by registered letter and a copy of the statute be included for the teachers' information.	teachers dismissal

		PERSONNEL	Employment and Dismissal
MT	HB 1034 Sec 75-5811	Provides that a county superintendent of schools could appoint a hearing officer to hear cases relating to dismissal of teachers under contract including tenure teachers and to act as a fact finder and reach conclusions of law. Also provides for an appeal to the state superintendent of public instruction.	teachers dismissal
NM	SM 21	Requests the legislative school study committee to study the process of tenure, with emphasis on the possibility of tenure for teaching assistants.	tenure aides
NY	AB 12266-A Ch 952	Amends education law. Administrators would be appointed initially to a probationary contract of one to three years. Following the first three years of service on a probationary basis, administrators would be employed by means of successive three to five year contracts.	administrators employment
NY	AB 12475 Ch 735	Amends education law. The probation period for teacher tenure is reduced from five to three years by October 1, 1974, as amended by SB 10850, Ch 736.	teachers employment tenure
NY	SB 89 Ch 244	Places employment agencies for teachers under the control and restrictions of the general business law.	teachers employment agencies
NY	SB 4524-B Ch 988	Prohibits discrimination because of a disability.	personnel employment discrimination
NY	SB 7558 Ch 414	Extends for two years, to September 1, 1976, period during which employes of New York City Board of Education may accept certain other employment without being deemed to have vacated his employment with such board of education.	personnel employment
NY	SB 10850 Ch 736	Amends three year probation bill, AB 12475, to make such reduction in probationary period effective October 1, 1974.	personnel employment probation
OH	SB 479	Repeals recent extension of unemployment compensation benefits to nonteaching public employes.	personnel employment
OK	HB 1657	Sets out the procedure for terminating the employment of a teacher with three years in a district. The hearing before the local board of education must be finalized within 30 days of April 10. Provides that the state board of education will hear contract nonrenewal cases on appeal by either the teacher or the local school board of education. If no appeal is made the ruling of the professional practices commission stands. If the teacher desires to appeal to the professional practices commission, the appeal must be filed no later than June 30 following the hearing before the local board. If desired, an appeal from the ruling of the professional practices commission may be made, but must be filed within 30 days. The burden of proof at all hearings is upon the administration and local board of education. Gives the state board of education authority to rule on statutory procedure and/or evidence in its findings. Provides that when a school district is annexed and the teachers of the annexed district are employed by the annexing district those teachers will not lose their tenure	personnel dismissal transportation music

		PERSONNEL	Employment and Dismissal
OK	HB 1657	(Continued) status. Allows out of state dealers to bid and sell new and used transportation equipment to schools, so long as they comply with state regulations. Also provides that any student with exceptional talent in music may substitute a course in music for the required physical education course.	
OK	HB 1750	Nondegree instructors in vocational and technical education who are employed in a full time, approved, reimbursed program for vocational and technical education shall qualify for yearly increments the same as any other teacher in the public schools. Registered nurses who are employed full time in a school district shall qualify also for yearly increments.	teachers nurses salaries vocational
OK	SB 521	Teacher aides may be employed to assist the teacher in performing hallroom duty, playground duty, lunchroom duty and extracurricular activities. The state board of education is to establish regulations and qualifications for teacher aides.	aides certification
RI	HB 7416A Ch 262	Repeals the prohibition against including public school teachers in the unemployment compensation system and permitting cities and towns to include teachers in the system.	teachers employment
SC	HB 1217	Sections include provisions for notifying teachers regarding employment for next year, dismissing teachers, admonishing and dismissing teachers by principals and requests by teacher for board hearing. Decision of district board of trustees is final unless an appeal to co[illegible] common pleas is made within 30 days. Provisions for witnesses, notices of hearings and attendance of hearings are made. Provides that under certain circumstances, the state board shall suspend or revoke the teacher certificate.	teachers employment dismissal
SD	SB 53	Removes portion of SDCL 61-6-3 which states that an individual dismissed or suspended because of pregnancy is deemed unavailable for work for 60 days preceding and 30 days following confinement.	personnel employment pregnancy
IN	HB 1377 Ch 492	In formulating the state salary schedule for certified teachers, the state board of education shall include provisions whereby credit for experience will be given for time served by a teacher as a secretary or teacher's aide in the same system in which he or she is teaching not to exceed three years of such experience, subject only to approval of the local board of education.	teachers employment salaries
IN	SB 1734 Ch 542	Provides for employment, responsibilities and duties of public school principals.	principals employment duties
IN	SB 1743 Ch 488	Upon written request of the teacher accompanied by a statement from her physician verifying pregnancy, any teacher who goes on maternity leave after June 30, 1974, shall be allowed to use all or a portion of her accumulated sick leave for maternity leave purposes for a period not to exceed the teacher's accumulated sick leave balance or 30 working days, whichever is less.	teachers pregnancy

PERSONNEL			Employment and Dismissal
VA	HB 40 Ch 18	Extends from five to 10 days the time required following a hearing for a school board to notify a teacher in writing of its decision involving dismissal or probation.	teachers dismissal
VA	HB 563	Provides for a grievance procedure for employes of local community colleges.	personnel grievances community colleges
VA	HJR 129	The department of education and the board of education are directed to study the problems on the evaluation of the competency of public school teachers. The study may include descriptions of pilot projects and reasons for success or failure, also, make recommendation to the house education committee and the senate education and health committee regarding possible direction for establishing an effective and fair system of evaluating teachers in public schools relative to salary scales, promotions and continued employment. Contact: Fendall R. Ellis, Assistant Superintendent for Program Development, State Department of Education.	teachers employment evaluation
VA	SB 225	Superintendent of schools; office deemed vacant upon his engaging in any other business or employment unless he has been granted prior approval by the local school board.	superintendents employment
VA	SJR 16	The state department of education will study the feasibility and advisability of utilizing teacher aides in the states public schools. If the department concludes that the use of such personnel is both feasible and advisable, it shall determine a method and formula for reimbursing school divisions for such salaries. Contact: James H. Stiltner, Supervisor of Secondary Education, State Department of Education.	aides employment
WA	HB 556 Ch 33	Adds a student representative to community college faculty tenure review committees. The majority of the committee will continue to consist of faculty peers. The student representative shall be a full time student and shall be chosen by the student association in such manner as it determines.	teachers tenure student representation community colleges
WA	HB 1294 Ch 55	Requires that every independent school district superintendent satisfy himself that no educator presenting his certificate for registration has committed any crimes involving child abuse, injury, neglect or sexual maltreatment. Also makes such abuse sufficient cause for revocation of certificate.	teachers employment child abuse
WA	SB 2805	Adopting a budget for the superintendent of public instruction, 1973-75. Authorize disbursement of funds for salaries, wages and other expenses. Directs employment preference be given to nonwhite and Mexican-American applicants.	personnel employment discrimination finance minorities
WA	STUDY	Evaluation of education personnel. The education committee asked this subcommittee to investigate whether or not better means are available to evaluate the performance of personnel in the common schools. Contact: Wayne Ehlers, Chairman, House Office of Program Research.	personnel employment evaluation

PERSONNEL

Employment and Dismissal

AV SB 307	Establishes continuing contract status for teaching and nonteaching personnel at schools for the deaf and blind.	personnel exceptional employment tenure
VI NOTE	School boards have authority to contract with teachers to provide for an increment or sum in addition to the regular salary in return for the teacher choosing an early retirement option. This is part of budget bill for some state employes and university faculty. This is from attorney general's opinion 6-74, January 28, 1974.	teachers retirement postsecondary

PERSONNEL		Education and Training
AL PROJECT	The continuous professional development program is a part of the state board of education resolution on teacher education of January, 1972. The program states that each school system must provide for the continuous professional development of each staff member by having them submit a plan each year to the local school system stating what they plan to do to improve themselves during that coming year. Each teacher must be evaluated by the local school system at least once each year. The local school system will develop a comprehensive development program for each person in that school system based on the stated needs of the teachers. The professional development section of the state department of education is available to assist local school systems. Staff members refer persons to assist the local teachers. This requirement has caused many school systems to implement different innovative plans for professional development. Contact: J. C. Blair, Director, Division of Instruction, State Department of Education.	teachers staff development evaluation
AL PROJECT	During 1973-74, the Alabama Association of Classroom Teachers, a division of the Alabama Education Association, sponsored two instructional labs where teachers taught teachers. More than a thousand teachers attended these sessions. Because of the apparent success of these labs, the Alabama Association of Classroom Teachers has entered into an agreement with the University of Alabama in Birmingham to offer these courses for college credit. The course content will reflect an emphasis on inservice training. Contact: Jane Moon, Route 1, Box 40, Guntersville, Ala. 35976.	teachers training postsecondary
AL PROJECT	The 1973-74 school year was the first of two years to be devoted to the operation of the first year teacher pilot program. The year had special significance as the beginning of a joint effort by the state department of education, local education agencies and the University of Alabama in Birmingham. They have formed a task force to develop a support system to guide and assist first year teachers. The program has sought to maximize the beginning teacher's success and thereby to improve the teaching-learning situation for students. The second year's study will be a more controlled effort to examine student attitude and achievement as well as teacher attitude and competency. The instruments in the developmental stage and first year will be revised and made more reliable to identify and clarify the best practices. The teacher center will begin operation in 1974-75. Contact: J. C. Blair, Director, Division of Instruction, State Department of Education.	teachers training
AR PROJECT	Affective learning with emphasis on children becoming self-directed learners, a Title III ESEA 1974-75 project directed toward helping teachers acquire an understanding of: (1) students' feelings about themselves, teachers and teaching; and (2) helping students develop a positive attitude toward school and life. Objectives include: (1) upon completion of inservice sessions, the staff will have chosen one or two aspects of affective develop-	teachers training self-directed learning

PERSONNEL

Education and Training

AR PROJECT (Continued) ment; (2) at the end of the planning period, 80 per cent of the teachers will respond with 85 per cent accuracy to a project developed instrument designed to measure their understanding of the theoretical basis of affective development. Participants will: (1) refine an instrument to measure students' affective behavioral change; (2) administer informal assessment instruments; (3) plan and practice writing behavioral objectives; and (4) understand the human relations program and their relevance. The emphasis is on inservice education. Contact: Blanche Graddy, Warren Dupree Elementary School, Gregory St., Jacksonville, Ark.

AR PROJECT A humanistic junior high school instructional program, a Title III ESEA 1974-75 project is directed toward staff development, provision for individual differences, with emphasis upon learner-centered rather than subject centered class activities. Objectives include to have the staff: (1) increase their personal and interpersonal skills and understanding of others; (2) increase their knowledge and potential for strengthening students' desirable behavior; (3) become more learner-centered; (4) increase provision for individual differences and use methodology that stimulates students more than control groups; (5) be involved in writing their own performance objectives reflecting humanization and attempting to be part of a team effort toward the larger project goals. Students will show more positive attitudes toward school, teachers and education; show higher self-concepts and attain greater achievement gains. Activities include a two week summer workshop with several consultants for the staff, weekly scheduled small group session with junior high staff and periodic staff meetings with consultants. A model classroom for the socially maladjusted and the emotionally disturbed student is being developed. Contact: Joe Mathias, Rogers Public Schools, 220 S. 5th St., Rogers, Ark. 72756.

teachers
training
self-directed learning
exceptional

CA SB 1355 Ch 1096 Enacts bilingual-crosscultural teacher preparation and training act of 1973. Provides for career ladder programs to allow bilingual aides to become certificated and for language and cultural curricula in public teacher training institutions to train already certificated teachers. Provides for grants for bilingual aides and teachers.

teachers
training
bilingual

CA PROJECT Improvement of evaluation skills at the local level. A network of eight evaluation improvement centers has been established. These centers are administered by the state through the county offices of education in which they are located. The centers are responsible for the development of inservice education materials and the utilization of these materials in scheduled workshops in their geographical areas. This year the target audience is management personnel of local education agencies, next year, pending appropriation funding, the training will be expanded to others. Contact: Alex Law, Chief, Office of Program Evaluation and Research, Department of Education.

management
training
evaluation

PERSONNEL		Education and Training
CT PROJECT	Competency-based teacher training, Title III ESEA, fiscal year 1975, will establish a training staff and center dedicated to providing competency-based inservice training for teachers in the Hartford area. Contact: Douglas Keeler, Board of Education, Farmington, Conn.	teachers competency-based training
CT PROJECT	Project Use, Title III ESEA, fiscal year 1975, will provide intensive training for administrative personnel to improve their supervisory and staff development capabilities. Contact: Andrew Carrano, Area Cooperative Educational Services, 800 Dixwell Ave., New Haven, Conn.	administrators training
CT PROJECT	Teacher internship program, Title III ESEA, fiscal year 1975, provides a vehicle for first year teachers to interact with supervisors and college faculty for constructive appraisal and professional development. Contact: Jacqueline Abbott, Eastern Connecticut State College, Willimantic, Conn. 06226.	teachers staff development postsecondary
CT PROJECT	A Title III ESEA, fiscal year 1975 project utilizes concepts and practices developed by the center for humanistic education (University of Massachusetts). The project provides teacher training in affective education and support services to implement learning in classrooms. Contact: Frank Bellizzi, Board of Education, Church St., Rocky Hill, Conn. 06067.	teachers training
CT PROJECT	Affective education, Title III ESEA, fiscal year 1975, provides to teachers and counselors inservice training in the area of affective education. Contact: Katherine Newman, P.O. Box 176, Mansfield Center, Mansfield, Conn. 06250.	teachers counselor training affective education
FL PROJECT	A training program for educational decision m... One of the department of education's priorities... providing training for education decision makers to improve management and the education effectiveness of the public schools. This project provides training for persons involved in the implementation of comprehensive planning and performance-based education. These persons are: (1) superintendents, county staff, school board members, university administrators (educational decision makers), whose understanding and support are necessary for implementing comprehensive planning and performance-based education; and (2) teacher trainers in universities and school districts. Contact: Charlie Reed, Associate for Planning and Coordination, State Department of Education.	postsecondary superintendents school board administrators performance-based training
FL PROJECT	School based management. This project supports a consortium of the department of education, Monroe County School District, the University of Florida and the Florida International University, who are working together on the development and training of educational personnel. Monroe County will organize and carry out training for teachers, principals, county staff, assistant superintendents and the superintendent in decentralizing education and placing maximum decision making at the school level where program and budget matters will be decided.	training teachers principals superintendents

PERSONNEL		Education and Training
FL PROJECT	(Continued) The University of Florida and the Florida International University will provide some direct training for district school superintendents and their staffs. Contact: Charlie Reed, Associate for Planning and Coordination, State Department of Education.	
FL PROJECT	School personnel utilization training development project is completing two and one-half years of training module development to result in publication and distribution of seven self-contained, competency-based training modules in areas identified as crucial to change in a local educational setting. Training modules include the following components: (1) organizational crisis intervention; (2) shared decision making; (3) evaluation; (4) communication/information flow; (5) system renewal; (6) functional task analysis; and (7) performance objectives. The modules are designed to provide the user with a relevant step by step process which could produce significant behavioral changes in students or an instructional staff, individually or collectively. Contact: Raymond Melton, Department of Education.	personnel competency-based training
GA ACTIVITY	Inservice staff development. Cooperative efforts with state department of education to build understanding for continuing professional development for all educators. Developed procedures for involvement of educators at all levels of assignment in planning, implementing and evaluating local staff development plans. Contact: Lilla L. Carlton, Director, Georgia Association of Educators, Professional Development, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	staff development
GA PROJECT	Statewide conference at Georgia Association of Educators' state convention on current educational interests to improve skills, techniques of teachers. Last year the one for administrators focused on the reform of secondary education. Contact: Lilla L. Carlton, Director, Georgia Association of Educators, Professional Development, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	administrators training
GA PROJECT	Educational enlightenment program, Title III ESEA, Project CLASS. Field based teacher center Valdosta State College teaching individual competency-based graduate courses in the local system structured upon assessed needs of local students and individual participants. Contact: Larry C. Manning, Director, Berrien Educational Enlightenment Program, P.O. Box 475, Nashville, Ga. 31639.	teachers education competency-based postsecondary
GA PROJECT	Student Georgia Association of Educators is involved on the association's commissions, committees and the Georgia Teacher Education Council in tasks to improve standards for teacher preparation including more field based experiences for preservice students. This is one among many such activities in which Student Georgia Association of Educators is involved. Contact: Lilla L. Carlton, Director, Georgia Association of Educators, Professional Development, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	teachers education

PERSONNEL

Education and Training

GA PROJECT: Staff development. During 1974-75, a new approach to educational improvement through staff development was implemented by the department of education. More than 75 per cent of the 188 school systems elected an alternative to the state grant in aid program which assists teachers to attend colleges for additional study. Under this alternative, school systems may choose instead to use the state money to implement local staff development programs. School systems may develop their own programs or programs may be developed in cooperation with universities or intermediate units, but they must meet specific educational needs identified by each system. Approximately 20,000 teachers and administrators from 148 systems are involved in these staff development programs.

staff development

GA PROJECT: IDEALS concept strategy training program, Title III ESEA, 1974-75. Adoption of a program in educational planning and problem solving developed at the University of Wisconsin. It features staff development training in problem solving, needs assessment and selecting innovative solutions to educational problems. Project #795-1-74-095. West Point City. Contact: William C. Bozeman, Director, West Point High School, West Point, Ga. 31833.

personnel training

IL PROJECT: The major goal of teacher oriented, teacher operated teacher center, Title III ESEA, is to establish a teacher operated teacher center that meets the self-identified needs of all district 34 teachers through adapting the British model to the American educational system. The teacher center itself is planned as a multipurpose facility where teachers will meet formally and informally to exchange ideas, work together, attend meetings, develop materials and meet other identified needs. It will also house the latest in instructional materials and methodologies for teacher use. The procedures being followed include assessing teacher needs and developing the programs to meet them. All Glenview teachers received a questionnaire last year to assess the need for teacher center and the services it would provide. The response was overwhelmingly positive for the center. Contact: Cheryl Christensen, 1401 Greenwood Road, Glenview, Ill. 60025.

teachers education needs assessment

AI PROJECT: Project RISE, regional innovations and services for education, has two components: (1) regionwide inservice, and (2) exemplary programs. The regionwide inservice component offers inservice activities to introduce recent innovations in curriculum and staff development to meet needs of individual schools. These activities are planning and conducted on both regionwide and local district levels. Consultative help is available from the RISE staff in interaction analysis, self-enhancing education, self-motivation seminars, both basic and advanced behavioral objectives, communication skills, transactional analysis, education leadership and values clarification. There are 12 exemplary programs.

personnel training regional

PERSONNEL

Education and Training

KY PROJECT (Continued) Prescriptive reading inventory is regionwide in scope. Eleven are being developed in local districts whose proposals were approved by the RISE board of directors. These include environmental education, computer assisted instruction for math, audio-lingual foreign language instruction, career education, inservice teacher training to diagnose reading problems and individualizing instruction in communication skills, a Title III ESEA project. Contact: Juanita Jones, Tenth and Clark Sts., Paducah, Ky. 42C01.

MD PROJECT Competency-based teacher education was adopted as one of the five major priorities by the state board of education. The state department has sponsored a seminar series for state educational leaders and there have been conferences between the state department and all individual school districts. Training models are being developed at Maryland Institute of Art, Frostburg State College, Towson State College and University of Maryland, Baltimore County. Identification of competencies is being conducted by elementary and secondary public school teachers in workshops for determining areas of consideration in competency-based teacher education programs and identification of competencies for cooperating teachers is being done by cooperating teachers and college personnel to serve as a guide for competency in teaching. A state team of public school, college, teacher association, lay and state department persons is examining a nationally recognized competency-based teacher education program for one week. The team was sponsored by the state department of education to shadow and study students in a competency-based teacher education program. The state department of education has funded a state college to develop a state dissemination center for competency-based teacher education materials in conjunction with the college's implemented competency-based teacher education program. A state task force will be organized by the end of 1974 to appraise the advantages and disadvantages of competency-based teacher education to define guidelines for the direction of competency-based teacher education and the state anticipates contractual funding to support colleges implementing competency-based teacher education programs. Contact: Howard C. Allison, Assistant State Superintendent of Certification and Accreditation, State Department of Education.

teachers
competency-based education

MN PROJECT Council on quality education projects, fiscal year 1975. [illegible] Bloomington's Oak Grove Junior High School, a model partnership approach to total staff development merges pre and inservice education of teachers by providing a new point of cooperation and coordination for other school districts, teacher training institutions, professional organizations and the state department of education. The project has established a model teacher training center to improve the preparation of student teachers, interns and noncertified staff through increased training components carried out at the local level by teachers cooperating with college personnel. The center also aims to increase reciprocity and reduce duplications between school districts in inservice

student teachers
training
differentiated staffing
team teaching

PERSONNEL			Education and Training
MN	PROJECT	(Continued) training, as well as providing a demonstration site for differentiated staffing and team teaching. Contact: Joan Garvin, Project Director, Oak Grove Junior High School, 1300 W. 106th St., Bloomington, Minn. 55431.	
NH	PROJECT	Department of education staff development program task force assessed the needs of professional and nonprofessional personnel and design materials for the improvement of personnel to enhance the department's effectiveness. Contact: Richard Barker, Department of Education.	personnel needs assessment staff development
NJ	PROJECT	T4C teacher center. The demonstration, teacher education, research and development arm of technology for children is housed in the New Jersey Residential Manpower Center, Edison, New Jersey. Functions: (1) T4C teacher training; (2) leadership development, (3) staff research and development; (4) production of a newsletter for children; and (5) incidental training programs as necessary to support T4C. Director is Fred J. Dreves, Jr. Contact: Thomas W. Gambino, Director, Pilot Demonstration and Exemplary Programs, Division of Vocational Education, Department of Education.	teachers education training
NJ	PROJECT	Performance evaluation project dealing with competency-based teacher education. Several field tests are currently in progress. Contact: Saul Rossien, Department of Education.	teachers education competency-based evaluation
NY	PROJECT	Teacher education conference board projects on performance-based teacher education. American Association of Colleges for Teacher Education, university deans, administrators and New York State United Teachers. Contact: Patricia A. Orrange, New York State United Teachers, 80 Wolf Road, Albany, N.Y. 12205.	teachers performance-based education
NY	PROJECT	Joint research project with national commission on performance-based teacher education, state education department, educational testing service and New York State United Teachers. Contact: Charles J. Santelli, New York State United Teachers, 80 Wolf Road, Albany, N.Y. 12205.	teachers performance-based education
OH	PROJECT	Teacher education redesign. Proposed teacher education standards were presented to the state board by a broadly represented 30 member state advisory committee following more than 120 meetings during the past year in which over 3600 teachers, college faculty, administrators and lay citizens participated. Major requirements in the proposed standards would provide prospective teachers more realistic field based experiences cooperatively developed by representatives of participating schools, colleges or universities. Thorough, comprehensive and appropriate restructuring of teacher education was launched at a statewide conference of presidents, deans and faculty of the 52 teacher preparation institutions. The conference culminated six years of research based, long range planning to upgrade teacher education in anticipation of the improved teacher supply. Contact: G. Robert Bowers, Assistant Superintendent, Department of Education.	teachers education

PERSONNEL		Education and Training
OR PROJECT	Mutuality of planning project, Title V ESEA, state department of education, Portland School District, Northwest Regional Educational Laboratory. The project sets out to develop, test and model for training principals, teachers, students and people in the community in assessment and planning skills to identify program needs. The project involves students K-12 at Marshall High School and two feeder elementary schools. The Northwest Regional Educational Laboratory served as a coordinating and consulting agency and provided a final evaluation report. Task forces in each school consisted of the building principal, laymen, instructional staff members and students. Participants were trained in systems planning and in use of a modified delphi technique for reaching consensus. Procedures were developed for making a learner-based needs assessment at the eighth and 12th grade levels. The task forces used the results of learner-based needs assessments as a data base for identifying priority problems, objectives and learner activities. A learner-based needs assessment instrument was developed. Career education is used as the delivery system for the data, with basic education and special education providing support. Contact: William Thornton, Mutuality of Planning Project, Marysville School, 7733 SE Raymond St., Portland, Ore. 97206.	personnel training learner-based needs assessment career
OR PROJECT	Districts may use problem solving techniques for classroom teachers for inservice training in techniques for defining, analyzing and solving problems. Materials are provided for conducting 27 and one-half hours of instruction in an inservice workshop or college course and for two three-hour follow up sessions. The leader's manual is designed for use by a qualified instructor. The manual lists procedures for each unit, resource materials and participant exercises. Materials are provided for each participant. An audiotape presentation of a simulated problem to be solved is included, along with a science research association publication for each participant, diagnosing classroom learning environments. Units include: using research about the classroom; diagnosing using field force techniques; diagnosing teamwork relationships; force field analysis and data gathering; spotting the major results in data; gathering data on team building relationships; the concept of feedback; deriving implications and action alternatives from research findings; and small group dynamics. Using a simulated problem situation, participants practice a five step method of problem solving: (1) identify the problem; (2) diagnose the problem situation; (3) consider alternative actions; (4) try out plan of action; and (5) adopt a plan. Funded by Northwest Regional Educational Laboratory. A technical evaluation is available. Contact: Northwest Regional Educational Laboratory, Lindsay Building, 710 SW Second Ave., Portland, Ore. 97204.	teachers training
OR PROJECT	Teacher intern program. Contact: Morrie Jimenez, Director, Madras School System, Madras, Ore.	student teachers training

PERSONNEL

Education and Training

OR PROJECT — The instructional aide development program is designed to assure that aides acquire 11 skills identified as necessary to function adequately as an instructional aide. South Umpqua conducts a summer school session for preschoolers, entering first graders and elementary school pupils who want or need extra help. Prior to these sessions, a two week training course for 20 aides was conducted by members of the district teaching staff and by outside consultants. In addition, aides receive on-the-job clinical supervision as they work with teachers and students. The training focuses on 11 skills: (1) administering standardized and criterion-referenced diagnostic instruments; (2) scoring and interpreting results of criterion-referenced instruments; (3) participating with teachers and parents in prescribing learning activities; (4) conducting drills in skill building activities; (5) managing small groups of children in special learning activities; (6) using techniques that elicit more than recall type responses from children; (7) assisting in the evaluation and accurate recording of student progress; (8) explaining objectives associated with an assigned instructional task; (9) assisting in the collection and preparation of materials for use in individualized programs of instruction; (10) demonstrating awareness of the ways children learn, grow and develop; and (11) becoming proficient in interpersonal relations with professional staff, parents and pupils. At the conclusion of the initial training program, teacher ratings and trainee self-analysis ratings indicated that all trainees had acquired at least 90 per cent of the desired skills. Funded by the education professions development act, 1965. Contact: Sam Nutt, Director, Instructional Aide Development Program, South Umpqua School District, P.O. Box 649, Myrtle Creek, Ore. 97457.

aides
training

PA PROJECT — The aim of acquisition of competence through affective learning in Churchill Area School District is to train teachers to implement a systematic curricular-based, affective education program from K-12. This program is a preventative mental health project to develop greater competence in students to deal with emotional stress, increase cognitive achievement by affective participation and decrease students developing psychological and social disturbances. The commitment of classtime for sequential learning in affective development has been accomplished and will remain a part of the school system from K-12 because 100 per cent of the elementary teachers are implementing the program at an adequate level for the first year. Local personnel are prepared to train additional teachers as they move into the system, insuring program continuation. Contact: Joan Carnevale, 4240 Greensboro Pike, Pittsburgh, Pa. 15221.

teachers
training
mental health
affective education

PA PROJECT — Williamsport Area School District. Idea, process and skills shop is located in a renovated loft at the Lycoming County Museum. It is a renewal center for teachers' process skills. Teachers use the wide variety of materials and tools to create learning

teachers
training

PERSONNEL

Education and Training

PA PROJECT (Continued) materials and learn new teaching techniques. They create learning materials, stations and games from tri-wall, wire, metal or other types of paper and cardboard; learn guitar and photography and build skills in calligraphy and bookbinding. Consultants are available for special instruction, but teachers can also design their own programs of exploring new materials and generally upgrading their classroom process skills. Contact: Joseph Karpinski, June Baskin, 605 W. 4th St., Williamsport, Pa. 17701.

PA PROJECT Upgrading urban education, Title III ESEA. Lancaster School District and Millersville State College are providing prospective urban teachers with a four year hands on training experience rather than three and one-half years of campus work and one semester of student teaching. This calls for a commitment in a student's freshman year. Millersville State College provides special training and Lancaster School District uses two urban schools as a training laboratory. Participating students spend an increasing amount of time in the schools. Credit is given for onsite work. Lancaster School District now has a lowered pupil/adult ratio, increased personal attention and an opportunity to become familiar with future teachers for prospective positions. Contact: Betty Degler, Title III Project Director, Lancaster School District, 225 W. Orange St., Lancaster, Pa. 17604.

teacher education urban

PA PROJECT Performance-based teacher education, competency-based teacher education. The department has become a member of the multi-state consortium on performance-based teacher education which includes Washington, Oregon, Utah, Arizona, Texas, Minnesota, Vermont, New York, Florida, New Jersey and California. These states, together with Pennsylvania, have pioneered efforts in performance- or competency-based teacher education. Membership is a distinction and recognizes the commonwealth's contribution to the field. The department will receive a small grant, will have access to free publications in large quantities and through the consortium will be able to exchange information quickly with other states having similar concerns. The consortium is funded by the U.S. Office of Education through a grant from title V section 505, administered by the state of New York. Contact: Samuel Craig, Higher Education Associate, Bureau of Academic Programs, Department of Education.

teachers education competency-based

PA PROJECT Competency-based teacher education. Using a modified delphi technique, 66 generic teaching competencies were developed. Data from evaluations of the 66 competencies were submitted for factor analysis and 22 critical teaching competencies were identified. A model was also developed for the evaluation of competency-based teacher education programs. The model has not been field tested. Contact: Peggy L. Stank, Bureau of Information Services, Department of Education.

teacher competency-based education

PERSONNEL		Education and Training
ACTIVITY	Organizational development workshops. A series of 12 workshops have been developed and will be offered to school administrators to help them improve their school management and operational activities without securing the services of outside consultants. Contact: Charles Schwahn, Director, Western Regional Education Center, Division of Elementary and Secondary Education, Black Hills State College, Spearfish, S.D. 57783.	administrators staff development
TX PROJECT	Competency-based staff assessment model, region two education service center. Contact: Louis Holder, 109 N. Chaparral, Corpus Christ., Tex. 78401.	personnel education competency-based assessment
TX PROJECT	A bilingual-bicultural summer training program, Houston Independent School District. Contact: Victoria Bergin, Texas Education Agency.	teachers training bilingual bicultural
TX PROJECT	Field training and development centers, Houston Independent School District. Contact: Charles Meisgeier, Texas Education Agency.	personnel training
TX PROJECT	A proposal to design, implement and disseminate a high school model of staff development, Austin Independent School District. Contact: Ron Beauford, 6100 N. Guadalupe, Austin, Tex. 78752.	staff development
TX PROJECT	Regional administrators inservice project, region XIX. Contact: John E. Uxer, Box 10716, El Paso, Tex. 79997.	administrators training regional
VT PROJECT	Management development institute encourages the inservice training of school administrators through department of education and University of Vermont programs designed to meet their needs. Contact: Edward J. Fabian, State Department of Education.	administrators training
VA PROJECT	Teaching in the affective domain, Arlington County. Utilizing Title III ESEA funds, the Arlington public school system is training 42 teachers affecting the learning of approximately 2,000 elementary children in the effort to achieve the affective goals set forth in the standards of quality and objectives for public schools. The plan proposed to train a cadre of key teachers skilled in effecting meaningful change modification or support in the value systems of children. This approach involved practical methods rather than the theoretical techniques previously employed to enhance to teacher competency. The following components are considered necessary for the successful training of Arlington County teachers in the affective domain: (1) establishment of a theoretical base of operations; (2) personal review of published materials; (3) practical application of principles, techniques and procedures with children in summer workshops and throughout the regular year; (4) use of video tape session; (5) planning of classroom activities using a consultant, an elementary supervisor and teachers; and (6) self-assessment of teaching techniques through use of video tape. Contact: Betty Belt, Oakridge Elementary School, 1414 24th St., Arlington, Va. 22202.	teachers training affective education

PERSONNEL

Education and Training

81 PROJECT Performance-based teacher education programs in six teacher education institutions. Contact: Jackie Johnson, Department of Public Instruction.

teachers
performance-based education

PERSONNEL			Confidentiality
HI	SR 262	Study the question of granting privileged communication to the department's outreach counselors and present recommendations to the board of education. In the formulation of the study, contact: (1) the department of social services and housing; (2) department of health; (3) department of the attorney general; (4) family courts; (5) prosecuting attorney of each county; and (6) the police department of each county. Submit a report of findings to the legislature 20 days prior to the convening of the regular session of 1975.	counselors confidentiality
IA	HF 753 Ch 1264	Section 622.10 provides certified guidance counselors at school with the same confidentiality of communications as attorneys now enjoy. Prohibits certified guidance counselors in schools from being required to disclose confidential communications entrusted to them by pupils or their parents or guardians.	counselors students parents confidentiality
KY	HB 276 SB 90 KRS 421	Privileged communications. Grants immunity to certified school counselors from disclosing communications with counselee.	counselors confidentiality
KY	SB 90	Grants privileged communication in civil or criminal court proceedings to properly certified and employed school guidance counselors in private or public schools, in civil and criminal cases concerning pupils under 18 years of age.	counselors students confidentiality
SD	HB 781	Provides for privileged communications and information between a college or university counselor and client, unless: (1) this privilege is waived in writing by the student; or (2) the information or communication was made to the counselor for the express purpose of being communicated or of being made public.	counselors students confidentiality postsecondary

PERSONNEL

		Certification and Professional Practices
AL PROJECT	In January, 1972, the state board of education adopted a number of significant resolutions designed to improve teacher certification and teacher preparation. Pilot programs were established and included the state department of education, Auburn University and ten local school systems. Four objectives were identified for the first year teacher pilot project as follows: (1) to provide professional assistance to first year teachers to enhance opportunities for success; (2) to assist the school district in which the first year teachers are located in developing and implementing the systemwide professional inservice development program which the state board of education requires; (3) to utilize evaluative data gained through the pilot project and inservice program to improve preservice and inservice teacher education at Auburn University, employing performance-centered models in so doing; (4) to develop a model or models for assisting other school systems and teacher education institutions as they carry out the state board mandates. Contact: J. C. Blair, Director, Division of Instruction, State Department of Education.	teachers certification training
AL PROJECT	The approved program approach to teacher education and certification has been in effect since August, 1973, when the state board of education adopted standards to review programs. The state superintendent of education appoints review teams representing various segments of the profession to conduct evaluative studies of teacher education programs. Advisers in the teacher education and professional development section provide consultative and liaison services as institutions develop self-studies and coordinate the onsite visits of review teams. The review teams use the standards for direction in the development of evaluation reports. A companion guide composed of analysis forms was formulated to assist the education staff in developing the institutional self-study to which the standards are applied. Contact: J. C. Blair, Director, Division of Instruction, State Department of Education.	teacher certification education
CA AB 724 Ch 1020	Provides for credential for single subject instruction in history and government. 1973.	teachers certification history government
CA AB 1068 Ch 201	Provides that a teacher in a private school providing special education on behalf of a public agency is considered properly credentialed if he/she is credentialed to teach emotionally handicapped children in a foreign county, has a diploma for special education in the foreign country and has a minimum of four years experience teaching handicapped children. 1973	teachers certification nonpublic exceptional
CA AB 2220 Ch 85	(Amended) Authorizes the issuance of single subject instruction teaching credential in the subject of agriculture for service in grades K-12.	teachers certification agriculture

PERSONNEL		Certification and Professional Practices
CA AB 2879 Ch 915	Requires board of nurse examiners to develop a standard equivalency examination for each course required for licensure as a registered nurse; limits number of such courses which may be completed by such examination.	certification nurses
CT HB 5050 PA 361	(Substitute) An act concerning teacher certification to establish a system of teacher certification based on demonstrated competency. Concerning teacher certification providing for the regular observation, guidance and evaluation of teachers holding provisional certificates and establishing requirements for provisional and standard teaching certificates. State board of education authorized to issue certificates of qualification. Establishes requirements for ten year provisional teaching certificate rather than five years. Holder to be evaluated regularly during period of employment. Standard certificate requirements include 30 credit hours beyond baccalaureate degree, (may consist of graduate, undergraduate or inservice training and may be taken at different institutions) including approved inservice programs as approved by provisional teacher's supervisor, state board, superintendent or his agent. Standard certificates granted to those fulfilling educational requirements above and competency recommendation from superintendent or district. In addition, the act gives a teacher who is denied a standard certificate the right to appeal to the state board of education and lists the causes for which a standard certificate may be revoked. This act adds to the statutes certain provisions defining provisional and standard certificates previously contained in department of education regulations and directs the department to issue new regulations. Reference to alternate paths to teacher certification is deleted from the statutes.	teachers certification probationary evaluation competency-based
FL PROJECT	Competency-based alternative to certifications. The division of community colleges has sponsored an amendment to the certification regulations of the state board of education which permits a community college to hire uncertified personnel who meet published criteria established and operationalized by the college. The criteria need to be comprehensive for use in the selection, development, evaluation and retention of personnel. The division of community colleges has contracted with Florida State University for technical assistance for the development of guidelines for the operation of the system. Contact: Myron Blee, Bureau of Program Support and Service, Division of Community Colleges, State Department of Education.	personnel competency-based certification community colleges
CA HB 1815 Act 1236	Provides certain requirements relative to the certification of teachers, principals and guidance counselors. Under this legislation, no person will be granted a certificate as a teacher, principal or guidance counselor after July 1, 1976, unless such person has satisfactorily completed a course of five or more quarter hours, approved by the state	personnel certification exceptional

PERSONNEL		Certification and Professional Practices
GA IIB 1815 Act 1236	(Continued) board of education, in the education of exceptional children or participated in a local system's staff development program designed to assist teachers in the identification of students with special needs.	
GA PROJECT	Competency-based teacher certification. In 1972, the state superintendent announced that one of the 25 missions of the department of education was to certify educational personnel on the basis of demonstrated competency. The December, 1973 report of the minimum foundation program of education study committee recommended that a competency-based tenure system be established for teachers. In 1974, the general assembly added the concept of competency to the certification and classification section of the adequate program act authorizing the state board to classify teachers and other certificated professional personnel on the basis of academic, technical and professional training and experience and competency. During 1974, the department of education funded six projects concerned with identifying, verifying and validating competencies, and with developing assessment procedures for educational personnel.	certification competency-based tenure teachers
GA PROJECT	Competency-based preparation/performance-based certification. Cooperative efforts with state department of education to build understanding and to seek involvement of educators in development of competency-based preparation/performance-based certification plan from all levels of assignment. Developed position statements and brochures to be used in local system. Contact: Lilla L. Carlton, Director, Georgia Association of Educators, Professional Development, 3951 Snapfinger Parkway, Decatur, Ga. 30032.	teachers certification competency-based performance-based
GA PROJECT	Performance-based certification/supportive supervision model. The objective is to design a performance-based model for certifying beginning teachers during an internship period of one to three years. Components are developments of assessment procedures, supportive supervision, follow-through preparation and alternative management systems for this process. Title III ESEA Development Project #644-3-74-090, DeKalb County. Contact: Joseph A. Murphy, Director, Performance-Based Certification/Supportive Supervision, Kittredge School, 2383 N. Druid Hills Road, Atlanta, Ga. 30329.	teachers certification performance-based
GA PROJECT	The development of a model comprehensive needs based guidance system and modular instructional strategies. Objective is to develop a system of competencies for performance-based certification and modules for training guidance personnel which are based on assessed student needs. Title III ESEA 1974-75 Developmental Project #8544-1-75-044, Pioneer CESA. Contact: Billy Ware, Director, Guidance Training Program, Pioneer CESA, P.O. Box 548, Cleveland, Ga. 30528.	personnel guidance certification competency-based performance-based needs assessment

PERSONNEL

			Certification and Professional Practices
ID	HB 511 Ch 12	Relating to the public school professional standards commission, its members, their appointment and terms of office, by providing for a 17 member commission instead of a 15 member commission, by providing that the additional members shall be certificated classroom teachers in the public school system of the state, specifically one teacher of exceptional children and one teacher in pupil personnel service work, thus increasing the certificated classroom teachers on the commission from five to seven members, by providing that said increase in members shall not require reaffirmation of the codes and standards of ethics and rules of procedure of the professional standards commission.	personnel professional practices teacher representation
ID	SB 1324 Sec 33-1205	Provides that the money received from the recording fees for teacher certificates shall be used by the professional standards commission for research in teacher education and certification.	teachers professional practice certification
ID	STUDY	Study of literature and recommendations on performance-based certification for professional standards commission. Contact: Rudy Liveritte; Dorcey Riggs, State Department of Education.	teachers certification performance-based
IN	STUDY	The teacher training and licensing commission of the state board of education is studying existing teacher certification standards and programs. The outcomes of this study may result in the revision of existing teacher certification standards and programs. Contact: Anne Patterson, Director, Teacher Certification, Room 230 State House, Indianapolis, Ind. 46204.	certification teachers professional practices
KS	HB 1976	Increases the membership of the professional teaching standards advisory board to 35 members. Members representing community junior colleges, parent-teacher associations and board of education are added to the board.	teachers professional practices
KS	SB 913	Providing for certification of school nurses by the state board of education.	nurses certification
LA	HCR 212	Requests board of education to require preservice teachers to complete three semester hours in field of interpersonal relations.	teachers certification human relations
MA	HB 422 HB 1192	Study to license instructional aides in public schools and defining duties.	aides certification
MN	Ch 325	Area vocational technical school graduates in accounting with at least five years acceptable experience in accounting may be issued a certified public accountant certificate.	certification accountants vocational
MN	PROJECT	The new teacher standards and certification commission with power to make final decision on who shall be certificated to teach in this state. Contact: Ed Rapp, 9955 Grouse St., Coon Rapids, Minn. 55433.	teachers professional practices certification
NJ	ACTIVITY	Extensive work and planning has been done in regard to a certificate in bilingual education. Contact: Richard Brown, Department of Education.	bilingual certification

PERSONNEL

			Certification and Professional Practices
NJ	ACTIVITY	Extensive work on certification for director of athletics. If successful, will be the first state in the country to do this. Contact: Fred Price, Department of Education.	athletics certification
NM	ACTIVITY	Competency-based certification for educational diagnosticians. This is to insure specified competencies of diagnosticians who are evaluating children for placement in special education and to permit school counselors, special educators, etc., the opportunity to seek diagnostician status.	competency-based certification diagnosticians exceptional
NY	AB 8517 SB 7324-A Ch 149	Teaching experience in nonpublic as well as public schools shall be credited for certification in school administration.	teachers certification nonpublic
OH	HB 1008	Establishes conditions under which United States citizens who graduate from foreign medical schools must be allowed to take the examination for certification to practice medicine and establishes conditions under which United States citizens who graduate from foreign medical schools may be granted a temporary license to pursue internship, residency or fellowship programs.	certification medicine
OK	HCR 1978	Expresses intent of legislature that course requirements for elementary school administrators certificates not exceed those courses offered at the six four-year colleges.	administrators certification
OR	SB 536	After July 1, 1976, no person shall be granted a standard certificate to teach unless he has completed a college course of two or more semester hours in the education of the exceptional child. The course must include instruction on identification of children with learning disabilities, information on methods and techniques for teaching exceptional children and sources of referral and assistance.	teachers certification exceptional
OR	PROJECT	Transfer of teacher certification from the state department of education to teachers standards and practices commission. Contact: Dick Jones, State Department of Education.	teachers certification professional practices
PA	HB 903 Act 141	Creates professional standards and practices commission. Codified previously existing committee established by state board of education expanded teacher membership on new commission whose role remains recommendatory to the state board of education. Has no authority to implement its recommendation or to hear charges against professional employes. Recommends standards for teacher certification and teacher training program approval.	personnel professional practices teacher representation
PA	SB 1621	Abolishes provisional teaching certificates and requires reneval of teacher certification every five years.	teachers certification probationary
SC	HB 1207	Provides for the examination and certification of teachers and the revocation and suspension of teaching certificates for just cause by the state board of education.	teachers certification

PERSONNEL

Certification and Professional Practices

SC ACTIVITY · The state board of education voted unanimously to discontinue using National Teacher Examinations scores as one of several salary factors, effective in 1974-75. The board adopted all major recommendations of a 37 member study committee. The National Teacher Examinations, or a similar test, will be retained as a requirement if initial certification. The board also approved the use of national standards in approving teacher education programs. The state department of education established a new education personnel information service for school districts. The system is designed to give districts and prospective teachers timely information about employment needs and opportunities throughout the state.

teachers
certification
education
information system

SD HB 518
Sec 13-43
et al

Adds a new section to professional practices commission to appoint an executive secretary and other personnel. Reenacted to provide for professional practices commission of 11 members, five teachers, one state board of education member, one superintendent, two principals, one from general public not one of the above, but a parent of a school child. Reenacted to place professional practices commission in department of elementary and secondary education but retaining its functions including administration; requires reports as required by the state board of education, at least annually. Reenacted to set staggered three year terms; no member can succeed himself more than once; appointed by the governor. Repeals professional practices local committee. Reenacted to provide for rules and regulations under 1-26 (administrative procedures act) and to adopt a code of ethics; may make recommendations to state board of education or local school boards to promote improvement in teaching profession. Reenacted to require local school board to adopt evaluation policy for teachers, copy to department of elementary and secondary education; if board does not comply by July 1, 1975, professional practices commission will promulgate an evaluation policy for such board. Repeals section that is contained in 13-43-26 as reenacted, but also omits merit pay and incentive pay study requirement on local committee. Reenacted to provide notice and hearing in contested case under 1-26 (administrative procedures act); professional practices commission has authority to reprimand or to recommend a disciplinary action which may be implemented by a governing body when teacher violates code of ethics. Complete rewrite of the original bill submitted by the interim education committee. Authority for certification has been removed and the responsibilities of the state commission were redefined. Gives authority for an evaluation policy to the state professional practices commission instead of the state board of education.

personnel
professional practices

SD PROJECT Competency-based teacher education and certification. Contact: Jack Pier, Director, Teacher Education and Certification, Division of Elementary and Secondary Education, Pierre, S.D. 57501.

teachers
competency-based
certification
education

PERSONNEL

Certification and Professional Practices

IN HJR 431 — The advisory council on teacher education and certification, the state board of education and the certification study team funded in the education budget are requested to give serious consideration to the merits of the following: (1) changing the certification standards for elementary teachers to require an increased amount of training in the techniques and skills of teaching reading; (2) requiring students seeking certification to perform meaningful duties in an internship capacity in lieu of or in addition to the present student teaching program; (3) requiring students seeking certification to teach at the elementary and secondary levels to perform their student teaching no later than their junior year in college; (4) reducing the emphasis on theory and methods courses and increasing the emphasis on the number of courses in the teacher's particular subject area, especially for those preparing to become junior high and senior high school teachers; (5) requiring college instructors who are teaching students to become teachers to have considerable personel experience in the areas which they teach others; (6) establishing some type of exchange program requiring college instructors who are teaching students to teach to periodically spend a year actually teaching in the public schools; and (7) establishing a meaningful certification program for college instructors.

teachers
certification
education

IN STUDY — Teacher education and certification. A comprehensive study of teacher education and certification in the state was requested by the state board of education. The study design was prepared by the office of educational planning and outlines six phases including organization, authority and responsibility of teacher education and certification; policy considerations of teacher education and of certification, policy implementation and management of a teacher education and certification office. The study is sequential in nature with state board decision at the end of each phase. Completion is expected by mid-1975. Contact: Howell W. Todd, Director of Planning, Department of Education.

teachers
certification
education

IN STUDY — Teacher education and certification. A study of teacher education and certification: (1) its organization, authority and responsibility; (2) policy considerations for teacher education (approval of institutions and/or programs); (3) policy considerations for certification (identification of individuals seeking certification and determination of methods for certifying them); (4) decision about standards and guidelines to be implemented and about assignment of responsibility for investigating and approving institutions and/or programs; (5) decision about implementation of certification; and (6) management of teacher education and certification. Contact: Annelle Houk, Director, Teacher Certification Study, Department of Education.

teachers
certification
education

PERSONNEL

			Certification and Professional Practices
UT	PROJECT	The state education agency, in cooperation with the education association, has revised the certification standards for the state school personnel. Under the new revision, credit for certification renewal shall be computed in improvement units. Improvement units may be earned through experience in such diverse methods as service on accreditation teams; developing and/or conducting demonstrations, curriculum innovations or inservice programs, creative productions; travel relevant to the professional function; exchange programs; participation in related professional activities with other segments of the community; as well as the more traditional college courses and inservice workshops. One hour of college credit based on an academic quarter system equals ten improvement units and one hour of recertification activity equals one improvement unit. Contact: Roger C. Mouritsen, Coordinator, Preservice Teacher Education, State Board of Education.	personnel certification renewal
UT	STUDY	Recertification. Study of continuing education requirements for professional educators, putting more responsibility on the educator for planning a program of self-improvement, including a broad range of activities and experiences. Study carried out under the leadership of education association with representation from state education agency and colleges of education. Contact: Daryl J. McCarty, Executive Secretary, Utah Education Association, 875 E. 5180 S., Murray, Utah. 84107.	teachers certification renewal
VT	PROJECT	Local evaluation agency programs improve the quality of inservice education through increased teacher governance of certification. Contact: Robert Vail, State Department of Education.	teachers certification training
VT	STUDY	Principals. Identify competencies of elementary and secondary school principals in six New England states, draft certification guidelines, complete case studies. Contact: Herbert Tilley, State Department of Education.	principals certification competency-based
VA	HB 153 Ch 154	Provides that state board of education may promulgate rules and regulations for the use, certification and reimbursement of teaching assistants in the driver education program of a local school.	aides certification driver education
WV	ACTIVITY	In teacher preparation and certification, the emphasis has changed from the number of credit hours accumulated to the actual competencies acquired by the prospective teachers in training. Contact: James S. Bladwell, Deputy Superintendent, Department of Education.	teachers certification competency-based
WI	AR 60	Study committee. Certification and licensing of school personnel. Study the program and procedures for certifying and licensing professional educators. Contact: Bonnie Reese, Executive Secretary; William J. Rogers, Chairman, Wisconsin Joint Legislative Council.	personnel certification

PERSONNEL

Certification and Professional Practices

81 STUDY	Advisory committee on certification and licensing of school personnel is studying current certification standards and procedures. Contact: Melanie Huff, Legal Research Assistant, Wisconsin Joint Legislative Council.	personnel certification
81 STUDY	State superintendent's commission to study the department of public instruction's role in teacher education and certification. An internal department study on current certification standards and procedures. Contact: Barbara Thompson, State Superintendent, Department of Public Instruction.	teachers certification education

PERSONNEL

			Staffing Practices
AL	STUDY	Staff capabilities in local school systems. Contact: E. D. Whetstone, Coordinator, Education Study Commission, 818 S. Perry St., Montgomery, Ala. 36104.	staffing capabilities
AK	PROJECT	Talent bank. A system of human resource identification and utilization which allows district level personnel of demonstrated expertise and ability to be used by the department on a contract basis to service other districts or state level staff. Talent bank members have been used to assist in onsite reviews of federal programs, to conduct inservice training and to assist in program planning and development. Use of the talent bank allows the department of education to respond precisely to district requests while at the same time refraining from building state level staff to unmanagable proportions. Contact: Marshall L. Lind, Commissioner of Education, Department of Education.	staffing identification utilization
CA	STUDY	Ratio of school district teaching to nonteaching personnel. Contact: Jacque Ross, Chief, Bureau of Apportionments and Reports, Department of Education.	personnel teachers ratio
GA	PROJECT	Differentiated staffing in a small school system. This project is developing a differentiated staffing system for professional and nonprofessional personnel grades 1-12 with attendant roles and functions and responsibility. It also includes a component to identify generic competencies for teachers and assessment procedures to be validated and field tested. Title III ESEA Project #622-1-72-042, Carroll County. Contact: John Hooper, Director, Differentiated Staffing, Carroll County Schools, Villa Rica Primary, Villa Rica, Ga.	differentiated staffing assessment
HI	ACTIVITY	3 on 2 is an organizational concept for the K-3 elementary grade levels providing for the assignment of three teachers for two grade combinations, i.e. K-1, 1-2, 2-3. The goal of this program is to increase the intellectual, social, emotional and physical growth of students by providing for greater individualization through the team approach to teaching. Contact: Margaret Oda, Director, General Education Branch, Office of Instructional Services, Department of Education.	team teaching individualized instruction
HI	STUDY	School basic staffing study. A planning study to: (1) establish staffing standards for those school level positions not included in existing standards, i.e. registrars, counselors, librarians, clericals and other support personnel; (2) identify on a school by school basis, major shortages and overages in staffing, together with the kinds of costs of positions needed to bring each school up to the standards recommended; (3) develop a statewide priority system of unmet needs; and (4) develop procedures and timetables to implement such standards after they are authorized. Contact: Carl Sakata, Administrator, Budget Services Branch, Office of Research and Planning, Department of Education.	staffing standards needs assessment

PERSONNEL		Staffing Practices
MN Ch 320	In addition to the interchange of government employes, any department, political subdivision or agency of the state and private industry may serve as sending and receiving agencies as provided in Minnesota statutes and interchange employes.	staffing interchange
NB PROJECT	Empathy. Teacher selection system which allows school to single out teachers best suited for the needs of their system. Contact: Mable Goodwin, Omaha Public Schools, 3902 Davenport St., Omaha, Neb. 68131.	teachers staffing
WV STUDY	Education association task force on instructional staffing patterns. Sought to identify and obtain cooperation of schools which employ nontraditional staffing patterns to serve as exemplary models for other schools seeking to reorganize their staffs. Subcommittees to work on staffing patterns, national and state assessment programs, performance-based teacher education, alleged teacher surplus, vouchers and performance contracts and teacher evaluation. Contact: Nancy Slater, West Virginia Education Association, 1558 Quarrier St., Charleston, W. Va. 25311.	staffing patterns

PERSONNEL

			Collective Bargaining and Strikes
AR	PROJECT	Education association tenure, collective bargaining, salary increases. Contact: Forrest Rozzell, Arkansas Education Association, 1500 W. 4th., Little Rock, Ark. 72201.	teachers collective bargaining tenure
CA	AB 2695 Ch 174	Provides for compensation of board members of newly organized or reorganized school district and authorizes districts in 1973-74 fiscal year to exercise powers of meet and confer prior to July 1, 1974. Urgency measure.	school boards personnel collective bargaining
CA	AB 2969 Ch 1360	Authorizes the governing board of any school district to deduct, without charge, from salary or wage payment due any classified employe requested amount for dues in, or other services provided by, prescribed organizations consisting in whole or in part of district employes.	personnel collective bargaining
CA	AB 3413 Ch 1041	Excludes management personnel in calculating composition of certificated employe council. Prohibits certificated employe council for meeting and conferring for employes designed as management.	personnel management collective bargaining
CA	AB 4114 Ch 1154	Requires that employe organizations make their initial negotiations proposals at public meetings and that the proposals thereafter become public records.	personnel collective bargaining open meetings open records
FL	HB 2028 Ch 100	Establishes public employe relations act, setting out procedures for collective bargaining for all public employes, including employes of district school boards, community colleges and state universities, with local option to district school boards and other political subdivisions to adopt own procedures if substantially equivalent to state law.	personnel collective bargaining
IN	HB 1067 PL 92	This bill would permit board and teacher to negotiate a sabbatical leave system with contract and compensation. Leave may be used for professional improvement, study, exchange programs, etc. Teacher must return to corporation for length of time equal to leave.	teachers collective bargaining sabbatical leave
IA	SF 531 Ch 1095	Negotiations bill. Comprehensive bill to promote harmonious and cooperative relationships between government and its employes by permitting public employes to organize and bargain collectively; to protect the citizens of state by assuring effective and orderly operations of government in providing for their health, safety and welfare, to prohibit and prevent all strikes by public employes and to protect the rights of public employes to join or refuse to join and to participate in or refuse to participate in, employe organizations.	personnel collective bargaining
KY	STUDY	Special committee on public employe collective bargaining, appointed by lieutenant governor to study the collective bargaining process in other states and general aspects of public collective bargaining. Contact: Michael Maloney, Chairman, Court Square Building, Lexington, Ky. 40507.	personnel collective bargaining

PERSONNEL			Collective Bargaining and Strikes
KY	STUDY	Special education and professional negotiations. Contact: John Alexander, Legislative Research Commission.	personnel exceptional collective bargaining
ME	LD 2314 Ch 774	An act extending collective bargaining rights to state employes. It is declared to be the public policy of this state and it is the purpose of this chapter to promote the improvement of the relationship between the state and its employes by providing a uniform basis for recognizing the rights of state employes to join labor organizations of their own choosing and to be represented by such organizations in collective bargaining for terms and conditions of employment.	personnel collective bargaining
MD	HB 316 Ch 719	Public education, negotiations with employes. Amends section 160A, article 77 to permit certain local boards of education to negotiate with certain organizations which represent noncertified public school employes.	personnel collective bargaining
MA	SB 1582 Ch 354	Changes the definition of a management employe from one who participates in policy making to one who participates to a substantial degree. An act relative to the designation of managerial employes under the law regulating collective bargaining by public employes. The collective bargaining law has been amended to provide for the definition of a managerial employe as one who participates to a substantial degree in formulating or determining policy and who has responsibility involving the exercise of independent judgment.	personnel management collective bargaining
MI	SR 329	Creates a special committee to study methods and procedures of preventing work stoppages of teachers and educators.	teachers strikes
MN	Ch 127	Provides that the term public employe does not include part time employes whose service does not exceed the lesser of 14 hours per week or 35 per cent of the normal work week in the employe's bargaining unit.	personnel collective bargaining
MN	Ch 128	Provides that if the employe representative has petitioned for binding arbitration, the employer shall have 15 days after the director of mediation has determined that an impasse has been reached, to reject or to agree to submit matters not agreed upon to binding arbitration.	personnel collective bargaining
MN	HF 210 Ch 458	Amends MS 125.12. Strikes provision permitting termination of contracts of tenured teachers on the grounds of discontinuance of position, lack of pupils or merger of classes. Permits school boards and exclusive bargaining representatives of teachers to negotiate plans providing for unrequested leave of absence for teachers because of discontinuance of position, lack of pupils, financial limitations or merger of classes. Establishes rules for placing teachers on unrequested leave to apply if a plan is not negotiated before the beginning date of a new master contract. Provides for placement of teachers	personnel collective bargaining dismissal tenure

		PERSONNEL	Collective Bargaining and Strikes
MN	HF 210 Ch 458	(Continued) on unrequested leave in inverse order of seniority, except where this order will violate a district's affirmative action program. Grants teachers a two year right to reinstatement to their positions, if available, in inverse order of placement on leave of absence. Prohibits appointment of new teachers without first offering the position to properly certified teachers available on unrequested leave.	
MT	HB 839 Sec 75-6122	Ratification of agreements providing that any individual contract between a school board and an individual teacher shall be consistent with the terms and conditions of the final negotiated agreement with the teacher representative organization.	personnel collective bargaining
MT	HB 1032 Sec 59-1608.1	Allows collective bargaining rights for the professional educational employes of the university system and community colleges.	personnel collective bargaining postsecondary
MT	SR 49	Requests the governor to appoint a committee to investigate and study the professional negotiations act for teachers and other labor management statutes related to public school education including teacher tenure, teacher contracts, personnel appeals, bargaining agents, teacher discharge, school board policy, binding arbitration and bargaining impasse.	teachers collective bargaining employment
NV	STUDY	Department staff members are completing development and beginning implementation of a statewide school personnel system. The state department of education is developing a data coordinating center for staff utilization and to assist in answering outside request for information. Contact: Kay Palmer, Administrator, Educational Management Information System, State Department of Education.	management system
NY	AB 12470 SR 21044 Ch 443	The legislative hearing is no longer required to terminate impasses in school district negotiations. Instead, public employment relations board may conduct a hearing on the fact finder's report and the school board may then exercise its statutory authority to determine terms and conditions of employment for the next school year.	personnel school district collective bargaining
PA	ACTIVITY	A collective bargaining agreement between the Association of Pennsylvania State College and University Faculty and the Commonwealth of Pennsylvania (effective September 1, 1974) include the following provisions: (1) distinguished faculty award programs for teaching excellence and exceptional academic service that involve, as evaluators, distinguished educators from faculties other than those of the state colleges. This replaces a traditional merit awards program that simply added extra base salary to 10 per cent of the faculty each year; (2) a two year nonretrenchment policy for regular full time faculty that commits the faculty to a redistribution of existing faculty resources for new academic programs aimed at increasing	collective bargaining tenure evaluation postsecondary

ERSONNEL

			Collective Bargaining and Strikes
PA	ACTIVITY	(Continued) enrollments; (5) a new function focused on equal opportunity in sports especially insuring complete equity for women students; (4) new promotion policies and procedures that make public the differentiating characteristics of academic rank in the various disciplines; (5) a tenure commission that will document the current tenure decision making processes and issues an advisory report with recommendations for change for future use by the presidents; (6) a totally new process of faculty evaluation involving peers, students and administrators that covers both tenured and nontenured faculty and uses the most successful modern techniques of performance review. Contact: Robert Gaylor, Director, Labor Relations, Department of Education.	
PA	STUDY	Pennsylvania School Boards Association research and management studies. Annual surveys are conducted in the following areas: strike survey which includes number of strikes, duration, number of students affected, number of man days and student days lost; salary studies: (a) professional staff salary data by district, (b) salary distribution for position classification, and (c) currently underway is a survey of classified staff salary data. Contact: Joseph V. Oravitz, Director of Research, Pennsylvania School Boards Association, 412 N. Second St., Harrisburg, Pa. 17101.	personnel strikes salaries
RI	SB 2364 Ch 113	Allows school committees to hold closed meetings when discussing collective bargaining matters.	personnel school board collective bargaining closed meetings
RI	SB 2445 Ch 189	Allows wage assignments as a result of collective bargaining agreement; permits wage deductions as a result of collective bargaining contracts for purposes of defraying legal fees or contributions to a prepaid legal plan.	personnel collective bargaining
SD	HB 600	Provides for continuous recognition of a employe organization until questioned or challenged as provided in the public employes negotiations law. It shall be unlawful to discharge or otherwise discriminate against an employe for the exercise of such rights and the governmental agency shall be required to meet and negotiate with the representatives of the employes at reasonable times in connection with such grievance procedures and conditions of employment. It shall be unlawful for any person(s) to intimidate or coerce any public employe to join or refrain from joining a labor or employe organization.	personnel collective bargaining discrimination
SD	SB 141	Provides collective bargaining rights and responsibilities for employers and employes not covered by the National Labor Relations Act, replacing SDCL 3-18-1 to 3-18-8.1 inclusive and 3-18-15.2 of the public employe's negotiations law but retaining the basic language and provisions of the current law.	personnel collective bargaining

PERSONNEL

Collective Bargaining and Strikes

WA	SR 271	Community college collective bargaining. Committee on higher education requested to conduct a study of this issue, including, but not limited to: (1) the unique process of faculty negotiations at the community college level, in light of the dual authority structure of the system; (2) the appropriate roles of trustees, administrators and negotiating units in the community college district, as well as that of the state board of community college education; and (3) the question of the possible state interest in a statewide salary schedule. Committee on labor requested to cooperate in the study, bringing to bear its expertise in the broader field of labor relations in general. Committee on higher education authorized to hold hearings, take testimony and seek the expression of views from the full range of interests on this issue. Committee on higher education reports its findings, together with appropriate legislative recommendation before the convening of the legislature.	personnel collective bargaining community colleges
WA	STUDY	Teacher negotiations. This subcommittee will prepare legislation for the 1975 legislature attempting to remedy the current labor strife in the common schools. They shall be meeting with the collective bargaining subcommittee of the house committee on labor. Contact: Edward Ellis, Chairman, Washington House Research Center.	teachers collective bargaining
WI	AB 1543 Ch 236	Ratifies the tentative agreement negotiated between the state, department of administration and the Wisconsin Federation of Teachers covering employes in the education bargaining unit under the provisions of chapter 111 of the statutes.	personnel collective bargaining
WI	STUDY	Special committee on collective bargaining impasses in public employment is studying ways to resolve contractual collective bargaining impasses between management and public employes. Contact: Dan Fernbach, Staff Attorney; Bonnie Reese, Executive Secretary, Wisconsin Joint Legislative Council.	personnel collective bargaining

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State Capitol
Madison 43703

WYOMING Legislative Service Office
Ralph E. Thomas, Director
State Capitol
Cheyenne 82001

STATE EDUCATION ORGANIZATIONS
National Offices

NATIONAL SCHOOL BOARDS ASSOCIATION
Harold V. Webb, Executive Director
State National Bank Plaza
Evanston, Illinois 60201

NATIONAL EDUCATION ASSOCIATION
Terry E. Herndon, Executive Secretary
1201 16th St., NW
Washington, D. C. 20036

AMERICAN FEDERATION OF TEACHERS
John Schmid, Director
Department of State and Local Assistance
1012 14th St., NW
Washington, D. C. 20005

APPENDIX B

SURVEY OF THE STATES
EDUCATION LEGISLATION FOR 1974
SECTION I
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, # 300, Denver, CO 80203

Name of Respondent: _____

Title _____

Telephone _____

Please address questions about this survey to Doris M. Ross, Department of Research and Information Services. (303) 893-5200

For inhouse use only
ORG. _____ STATE ____
MAIL _____
RETURN _____

INSTRUCTIONS: The descriptions of legislation on both sides of the attached pages have been Xeroxed from ECS file cards. We have filled in the boxes above each description with the information we have on hand. Please add the missing information for each description, using the example below as a guide (correct the description if necessary). If your organization publishes an education legislation summary, a copy of that document with appropriate additional information (per example) will serve in lieu of filling out the legislation part (SECTIONS I & Ia) of this survey. If you send us a summary, please return all of SECTION I with it, along with your responses to SECTIONS II & III.

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER	No.	Fld.	Descriptor	Code
										I		
NJ	S 1196		74								governance	
DESCRIPTION: Prescribes the procedure for negotiations in the event of a failure to resolve an impasse by mediation between a public employer and an exclusive representative.										II	collective bargaining	
										III		
										IV		

EXPLANATION OF TERMS IN EXAMPLE ABOVE

STATUTE NO. If possible, please fill in this box with correct statute number of bill enacted.

E = ENACTED. Please check this box if bill was enacted, or if resolution, memorial or initiative was adopted.

F = FAILED. Please check this box if bill failed for any reason and will *not* be carried over to next year under the same bill number.

V = VETOED. Please check this box if *total* bill was vetoed by the governor.

C = CARRYOVER. Please check this box if bill will be carried over to next year under the same bill number. Do *not* use this box for bills which will be reintroduced next year under another number.

OTHER means any other disposition of the bill. Please fill in with appropriate word.

No. – Fld. – Descriptor – Code. Ignore this; it is for inhouse use only.

DESCRIPTION. The bill descriptions on the following pages are necessarily brief. However, if you feel any of them to be inadequate or if a request for more information appears at the end of a description, we would appreciate your additions or corrections.

SURVEY OF THE STATES
EDUCATION LEGISLATION FOR 1974
SECTION I

Sample Page

ORG.

EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203
See instructions and both sides of this page.
Address questions to Doris M. Ross, Research and Information Services (303) 893-5200

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER
VT	S 132		74					

DESCRIPTION:

RELATING TO FACILITIES FOR THE HANDICAPPED

Any parking lot on the premises of a public building as described this section shall contain a reasonable number of free, designated parking spaces in an accessible location for use by physically handicapped people patronizing the building.

No.	Fld.	Descriptor	Code
	I	Special programs	
	II	Exceptional	
	III	Facilities	
	IV		
	V		
	VI		

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER
VT	S 175		74					

DESCRIPTION:

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children whenever possible by enhancing the parental capacity for good child care; to provide a temporary or permanent nuturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse, investigation of such reports and provision of services, where needed, to such child and family.

No.	Fld.	Descriptor	Code
	I	Governance	
	II	Accountability	
	III	Child abuse	
	IV		
	V		
	VI	Personnel	
	VII		
	VIII		
	IX		

ECS Research and Information Services

STATE	BILL NO.	STATUTE NO.	YR.	E	F	V	C	OTHER
VT	S 176		74					

DESCRIPTION:

Education aid distribution based on district income per pupil

No.	Fld.	Descriptor	Code
	I	Finance	
	II	Distribution	
	III		
	IV		
	V		
	VI		
	VII		
	VIII		

SURVEY OF THE STATES
EDUCATION LEGISLATION FOR 1974
SECTION Ia
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203
(303) 893-5200

For inhouse use only
ORG. _____ STATE _____
MAIL _____
RETURN _____

Use both sides of this page, and additional pages if necessary, to list your additions to the descriptions of legislation on preceding pages (see instructions for SECTION I). Short, clear and concise descriptions will help to insure that your items will be reported precisely and correctly.
Address questions to Doris M. Ross, Department of Research and Information Services.

BILL NO. and/or STATUTE NO.	DESCRIPTION	E	F	V	C	OTHER

SURVEY OF THE STATES
EDUCATION ACTIVITIES & PROJECTS FOR 1974
SECTION II
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203

NAME OF RESPONDENT: _____
TITLE: _____
TELEPHONE: _____

Please address your questions about this survey to Doris M. Ross, Research and Information Services, (303) 893-5200.

For inhouse use only
ORG. _____ STATE _____
MAIL _____
RETURN _____

INSTRUCTIONS: Please write below and on both sides of succeeding pages a short description of significant and/or innovative education activities and projects in your state, noting the name and address of a resource person to contact for more information on each activity or project. Short, clear and concise descriptions will help to insure that your items will be reported precisely and correctly.

DESCRIPTION OF EDUCATION ACTIVITY OR PROJECT	NAME AND ADDRESS OF RESOURCE PERSON

SURVEY OF THE STATES
EDUCATION STUDIES FOR 1974
SECTION III
EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203

NAME OF RESPONDENT: _____
TITLE: _____
TELEPHONE: _____

Please address your questions about this survey to Doris M. Ross, Research and Information Services, (303) 893-5200.

For inhouse use only
ORG. _____ STATE _____
MAIL _____
RETURN _____

INSTRUCTIONS: Please write below and on both sides of succeeding pages a short description of significant education studies initiated and/or being conducted in 1974. Include the name of the committee, commission, board, council, etc. performing each study, and the name and address of a resource person to contact for more information on each study. Short, clear and concise descriptions will help to insure that your items will be reported precisely and correctly.

DESCRIPTION OF STUDY	NAME AND ADDRESS OF RESOURCE PERSON

STATE ABBREVIATIONS

	AL	Alabama	* MT	Montana
	AK	Alaska	NB	Nebraska
*	AZ	Arizona	* NV	Nevada
	AK	Arkansas	NH	New Hampshire
	CA	California	NJ	New Jersey
	CO	Colorado	NM	New Mexico
	CT	Connecticut	NY	New York
	DE	Delaware	NC	North Carolina
	FL	Florida	ND	North Dakota
*	GA	Georgia	OH	Ohio
	HI	Hawaii	OK	Oklahoma
	ID	Idaho	OR	Oregon
	IL	Illinois	PA	Pennsylvania
	IN	Indiana	RI	Rhode Island
	IA	Iowa	SC	South Carolina
	KS	Kansas	SD	South Dakota
	KY	Kentucky	TN	Tennessee
	LA	Louisiana	TX	Texas
	ME	Maine	UT	Utah
	MD	Maryland	VT	Vermont
	MA	Massachusetts	VA	Virginia
	MI	Michigan	WA	Washington
	MN	Minnesota	WV	West Virginia
*	MS	Mississippi	WI	Wisconsin
	MO	Missouri	WY	Wyoming

*Non-member states

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-five states, Puerto Rico and the Virgin Islands are now members. Its goal is to further a working relationship among governors, state legislators and educators for the improvement of education. This report is an outcome of one of many Commission undertakings at all levels of education. The Commission offices are located at 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203.